The GREGG WRITER

Vol. 42 MAY, 1940 No. 9

ON THE BIG DAY—AND AFTER?

For the young people about to leave their books for business, the next steps of the way may be smoothed by these suggestions

By VIRGINIA YOUNG

THE big day will soon be here! The day you have waited for and dreamed about for long, long years. Graduation! You're excited, of course, and perhaps just a bit frightened, especially those of you who are not going to college but who plan to make places for yourselves in the business world. You feel as you felt when you were starting to school—"green," timid, out of place. Your spot in the pleasant, smooth-running school routine no longer belongs to you; you will be a stranger in a strange land. You feel reasonably sure that no business man wants to be bothered with you, and every time that dread word "experience" is mentioned you have a hopeless, sinking feeling.

WELL, you needn't have! Believe that statement, for it comes from one who knows, and who has no possible object in misleading you. A willing worker is looked upon by employers as a gift from heaven. Something has happened to the outlook of many of the people of our country during the past few years—something not pleasant, and very definitely dangerous. People are growing to feel that the world owes them a living, and that they should have that living without working for it.

You'll not feel that way when you seek your first job, for our schools do not teach such thinking. You will approach the business world with a feeling of humility; you'll be grateful to any business man who will give you a chance to show what you can do. And business will welcome you with open arms—believe me, that's true. Many times I have given openings to ambitious youngsters just out of school, and more often than not they have proved to be good stenographers; they have not "let me down."

"BUT how shall I go about getting a job?" you will ask. One good way is to write an application letter. A letter takes less time and costs less money than a personal call, and has the additional important advantage of being fairly sure of receiving attention. If it reaches its reader when he is very busy, he may put it aside until he can give it careful attention. It breaks the ice for your interview, and assures you that your call will be timed properly. Executives of business concerns have a great deal to do, and are likely to resent the uninvited guest—especially if the call is made when many pressing matters are awaiting attention.

Value your letter at its true worth; work it over and over until you are sure it is the best letter you can possibly write. Then ask your teacher and a friend who is in business to look it over for you.

Then get a list of the firms in your city that might offer attractive opportunities for advancement. (Remember that there are very few firms that do not offer such opportunities to individuals who prove themselves worthy, but some firms are more progressive than others.) Send your letter to each of these firms, being sure to place the letter on good-grade stationery (plain white 8½ x 11 bond will make a better impression than fancier social stationery). Be very, very sure the typing is your best. Not one strikeover or erasure should mar the letter. The spacing should be perfect, even if you have to spend all day typing the first letter which shall serve as your form.

"WHAT shall I say in my letter of application?" is probably your next question. *Say plenty.* Keep in mind the fact that this is to be a sales letter—the best sales letter you can

write. You have a commodity to offer a prospective purchaser, and this commodity is your skill in some certain line. You believe that the services which you can offer a business man will contribute to the progress and profits of the firm.

NOW, remember, it is your task to make him believe it, too. He is making a big investment when he adds a new employee to his staff, you know. Aside from the Social Security which he must pay, and the equipment in which he has a large investment (conservatively estimated by a large manufacturer at $4000 for each employee!), there is your monthly salary. The salary doesn't look to be such a great sum when it is viewed in weekly, semi-monthly, or monthly checks, but it proves to be rather startlingly large when totaled for a period of a year, five years, or ten years. Let us suppose that your starting salary is $65 a month, and that you receive a raise to $70 at the end of six months. At the beginning of the second year the figure is increased to $75, and again at the middle of that year to $80. At the beginning of the third year the figure changes to $85, and at the middle of that year to $90. During the entire fourth and fifth years it remains at $100.

In five years your salary has amounted to $5190! When we add about $80 Social Security payments and the $4000 equipment investment, we reach the sum of $9270. Is it any wonder, then, that you must convince the business man for whom you wish to work that you have something valuable to offer?

TRY, in your letter, to give him a complete picture of your ability, your personality, and your ambitions. Display confidence that you can handle a job capably, for confidence is contagious. There is a difference between confidence and egotism, and if you do not appear sure that you can handle the work, how can you expect anyone else to be sure?

Mention your scholastic standing. That's what you have to use in place of an experience record. If you are competent your grades will bear witness to this fact just as surely as would a letter of recommendation from a former employer. Remember, as you are writing your letter, that you are competing with many other persons, some with experience and some without. You must convince the man whom you want to call "Boss" that you will be of more value to him than these others would be.

YOU mustn't make the mistake of copying a letter, for no form letter could possibly reflect your own personality. However, to guide you I shall give you an idea of the letter I would write, were I completing my high school training this June and planning to find work as soon as possible:

When school is dismissed in June I shall be seeking a position. Realizing that this is an important step for one who wishes to form a permanent connection, I have carefully considered the various organizations of our city, and what they have to offer an ambitious, hardworking person.

Your firm is one for which I should like to work, Mr. Blank, for I have great respect for the manner in which you conduct your business and the way you treat your employees. Your company library, health club plan, light sunny offices, and the spirit of friendliness which was noticeable when my class visited your offices last winter, combine to convince me that yours is the most desirable firm in town with which to be connected.

I sincerely hope I can convince you that I have the necessary qualifications of a worth-while employee, and that I should soon become an asset to your organization.

I lack experience, it is true, but my teachers will not hesitate to recommend me, for they have been impressed with my ability to concentrate on the task at hand until it has been accomplished in a satisfactory manner. My typing speed is 70 *accurate* words a minute, and I can take shorthand at the rate of 100 words a minute. My grades in these subjects, as well as in Business English, have never gone below A.

I realize the importance of turning out letters that look neat and sound intelligent.

At school I learned to operate Royal, Smith, and Remington Noiseless typewriters, and after school and on Saturdays I have been practicing on various other makes at the offices of the typewriter companies. I am sure I can do neat typing on any make of typewriter.

I have spent several Saturdays at the Blank Adding Machine office, learning to operate an adding machine. I have also learned to operate an Ediphone and a Dictaphone, and can transcribe a cylinder in an hour.

I have been told that I have an agreeable personality; I know that I have no difficulty getting along with people, or fitting into a group.

I am eighteen years of age, of American-English parentage, a member of the Methodist church, and am in excellent health. My hobbies are music, reading, ice skating, and hiking. I enjoy reading most of all, with psychology, business letter writing, and economics at the head of the list, and believe that such reading will help to keep my education growing.

I should be very happy to have the opportunity of calling on you. My telephone number is Blank 1234.

THAT is a very simple letter, and it is longer than the average business letter needs to be, but it tells its reader enough to enable him to visualize the applicant as a clean-cut, eager, and ambitious young person. It tells him that she does not consider her diploma a wreath of laurels on which she can rest without the necessity of learning anything further. It tells him that she was not content to master only what the business course at her school offered, but spent Saturdays seeking additional knowledge. It tells him that she uses her head, and recognizes the value of intelligent, neat-appearing letters. It tells him that she will fit quietly into his office group, making herself liked because of her willingness to

obey orders and concentrate on her work; she will have neither the time nor the desire to create friction—one of the greatest contributors to inefficiency. It tells him that she realizes she has a great deal to learn, but that she also believes she has something valuable to offer the concern that employs her. There is no groveling or begging, but simply a straightforward appeal for a chance.

Note that salary is not mentioned. It is better to leave this until the personal call. *Under no circumstances* say "Salary no object," for this is an obvious untruth.

IT is hardly necessary to say that when you have been granted the privilege of an interview you must be sure that you, personally, make as good an impression as your letter has made. Be punctual. Dress neatly. Be immaculate from your shoes to your hat (wearing *both*)! Watch your English; I was influenced against a stenographic applicant because she said "I seen in the paper that you wanted a stenographer." Speak up, without hesitation, but don't do all the talking; give the other fellow a chance to ask questions. If you are asked to write a sample letter, keep cool. Tell yourself that you are in your classroom, and you merely want to make your usual good grade. If you become nervous or flustered, or try to type faster than your normal speed, your sample letter will not be representative of your best quality work. There's no use offering the alibi, "I can do better than that," for how is anyone to *know* that you can?

Now, assuming that your letter "clicked," that you created the right impression when you made your call, and that you secured the position, will you take a bit of friendly advice from one who has been both stenographer and employer of many stenographers? It's this: Don't make "the boss" sorry he hired you. Live up to his expectations of you, even if you have to stay home from the movies and burn midnight oil every night of the week to do it. If your spelling or punctuation is poor, study those subjects; the library offers many books that will help you. Or you may wish to buy a good stenographer's handbook and a dictionary to keep with you all the time; such books are an excellent investment and will prove to be worth many times their cost.

Designed by Doris Boldman

WATCH your personal contacts. Almost every office has at least one person who likes to make trouble. Guard your tongue, and do not put yourself on the level of this person by replying in kind. Long ago we learned from the Bible and more recently from Dale Carnegie, that a soft answer turns away wrath, but that fuel is only added to the flame if we try to prove that we can "dish out" hot words just as well as the next fellow. Sarcasm and snappy comebacks are not clever. The true test of cleverness is the ability to keep one's mouth shut at the right time!

Make it a point to be on time every day. Tardiness is only a habit, and there's no excuse for it. Do not have your desk cleaned up and your typewriter covered before the closing bell rings. If you are truly interested in your work you'll not watch the clock, you know.

Don't make a practice of staying home when you have a twinge of toothache, a pain in your "tummy," or a slight sniffle in your nose. It is easy to form the habit of catering to yourself too much. No one expects you to be on the job if you are really ill, but sometimes slight ailments can be forgotten if one becomes interested in the routine of the day. People who are habitually off the job are under a definite handicap

when promotions come up for consideration. Don't be too impatient about getting your first raise in salary. Remember that you are a liability at first, as every new employee is. Whatever you are paid for the first few weeks is probably too much; be content to make up some of the deficit before you clamor for more money, or you'll be disappointed.

I'll not risk tiring you by going further; most of the valuable lessons business has to teach will have to be learned through experience, anyway. Some of these experiences will make you unhappy; some will embarrass you; some will make you angry—but all of them are of value, and will help you become the business man or woman that you want to be.

Your Voice and Your Job

By BERNICE BROWN McCULLAR

THE gentleman who so glibly advised the milkmaid that her face was her fortune should have put a postscript on his remarks and said a little something about her voice, too.

A face not quite up to standard can get by, but a voice can hold you back without your even realizing the reason for your lack of ability to get ahead. There is not much you can do about the shortcomings of a face or the lack of a Grecian nose, but there is no reason at all why you can't take the discord out of your voice and make it an asset instead of a liability.

A voice can help or hinder you in almost any job you can think of. It is a factor in getting a job, getting a promotion, and getting fired.

VOICE value is so rarely considered as a vital vocational point that it may move you ahead or slow you down in your chosen field without your even being aware of what causes your success or failure. In almost any job you must use your voice a very great deal. It often wins or drives away customers, makes a new client for your boss, or unintentionally hurts the feelings of old Mrs. Whoosis, who thought you were too gruff over the phone and will take her patronage somewhere else, where she can find courtesy.

You talk yourself into a job at that very first interview, or it may be that the reason you don't get the job is that your nasal, whiny, unpleasant voice gives your prospective employer the feeling that it wouldn't be such a good idea to have you around. And he may not realize that it is your voice he doesn't like.

HOW often in the business world you see an irate customer calmed by the soothing effects of a cool, friendly, pleasant voice, when he comes to give the whole outfit a piece of his mind about a bill that was too big or a case that didn't turn out the way he thought it should. A serene, calm voice can float out over a whole waiting roomful of people and make everybody in it feel better. An irritated, gruff, brusque voice can start every person in the room to thinking about his own troubles and leave his nerves raw and on edge by the time he gets in to see the boss.

A voice has amazing values in smoothing office relations. A rainy, gloomy day when everybody who works in the same office begins to feel the gray monotony of being tied down to an office routine job, and to remember the nasty little crack that Susie Smith made day before yesterday, can work up emotion that will promote a first-class feud before the morning is over. A complaining, tired-sounding voice (especially if it is telling about its troubles) can often be the straw that breaks the camel's back. A happy-sounding voice can mellow office relations like sunshine, and turn the gray gloom outside into a picture of silver and beauty.

THE human voice is a thing of rare beauty and strange power. Your voice can work for you or against you, and often without your being conscious of its help or its hindrance. Your best friends won't tell you. And for a very good reason. They themselves often don't realize what it is that makes you a comfortable, pleasant person to be around or a case of "I do not like thee, Doctor Fell, the reason why I cannot tell; But this I know and I know full well, I do not like thee, Doctor Fell."

Look, therefore, to your voice. You may be entertaining an angel unaware, or your worst enemy may be lodged in your own throat.

FIND a dictaphone somewhere and speak into it. Then listen to your own voice. Do you run your words together? Is your voice so low that it uncomfortably strains the ears

of those listening? Is it so loud that it grates on the nerves of those who hear it?

Are all your words clear? Is there a whine in your voice? Do you open your mouth to speak, or do you keep your lips half-closed and "swallow" most of your words?

Do you use your tongue and lips to form your words so that you enunciate every syllable distinctly? Do you take care to pronounce them correctly, or do you sloppily say "Ca-lina" when you mean "Carolina," "Fla-da" to indicate "Florida," and "gub-ment" instead of "government"? Do you say "sta-stistics" when you mean "statistics"?

LEARN to breathe from your diaphragm so that your voice will have volume. Neither an organ nor your voice can sound vibrant and melodious without volume. Don't pitch your voice too high. It tires people and makes them restless. Besides, a low-pitched, clear voice actually carries farther than a shrill one.

When you find your voice high and nasal and shrill, just relax, and take a deep breath. That will turn the trick. And it will bring serenity and poise instead of tying emotional knots.

LEARN verses from the Bible, or little bits of poetry. Recite them in the bathtub, or on your walk through the park, anywhere where you won't disturb other people. By and by, your voice will bring you a charm that you never had before. It will bring you new confidence in yourself, and don't be surprised if it brings you a raise. That has been known to happen.

Shakespeare said, "Mend your speech, lest it mar your fortunes."

It would be a good idea, also, to attend to your *way* of speaking. That can do a little fortune-marring on its own, as Professor Foley points out so interestingly in his article next month.

Taking Things for Granted

GENERAL Smedley Butler, who was always careful of his men, when in France met two privates carrying a large soup kettle from the kitchen. He asked to taste the contents. The soldier sputtered a protest, but the General was obdurate and demanded a spoon. On sipping from the spoon, he exclaimed, "You don't call that soup, do you?"

"No, sir!" replied the soldier. "That's what I was trying to tell you—it's dishwater, sir!"

Taking things for granted has caused many more serious mistakes than the General's. The habit of always checking is a good one and will prevent error.—*T. S. A. Echo*

Information Desk

Don't you often have questions to ask about the work of secretaries, stenographers, typists, and shorthand reporters? Why not send them to Information Desk, The Gregg Writer, 270 Madison Avenue, New York, N. Y. A letter is not necessary—a postal card will do.

1. I have always held that commas, periods, and question marks should be placed inside of quotation marks, but that semicolons and colons were always placed *outside* of quotation marks. There has been some discussion about this in the office.

I wonder if you would be good enough to tell us which is correct or if it is a matter of choice.—*A. S.*

The following rules are approved by leading authorities. They are the rules used by our office.

(1.) The period and the comma always should be placed *inside* the closing quotation mark, irrespective of whether such marks are a part of the original quotation.

The wire says, "Duplicate our last order."

The wire, "Duplicate our last order," was received after the office closed.

(2.) The colon and semicolon are always placed *outside* the closing quotation mark, regardless of whether they are a part of the original quotation.

The following summary appears in "How to Use English": When in doubt eliminate.

"A rolling stone gathers no moss"; therefore, consider this step well.

(3.) The question mark and the exclamation point are placed inside the closing quotation mark when they are a part of the quotation, but outside when they punctuate the entire sentence of which the quotation is a part.

The typist asked, "How many carbons shall I make?"

Who addressed this letter, "Care of Mr. Smith"?

2. Please tell me whether the abbreviation for "cash on delivery" (c.o.d.) should be written in small or capital letters? Thank you.—*R. B.*

There seems to be equal authority for the use of either all capitals or all small letters for the abbreviation, "C.O.D."

Webster's Dictionary, for example, allows both forms, preferring the capitalized form. The University of Chicago Manual of Style prefers capitals, while the United States Printing Office uses small letters.

The usual rule is that abbreviations should follow the capitalization of the words abbreviated. In this case, therefore, small letters would seem preferable. In business, however, the capitalized form is a little clearer and, we presume, the reason for the adoption of that style.

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SUCCESS IN DIFFERENT FIELDS

But all three started as stenographers and gratefully acknowledge the aid shorthand has been to them in their work, in this interview

By C. K. FULLER

LOOKING over the early working history of numerous men and women in executive positions, the thing that stands out in the record is that so many gained their first business experience as secretaries. From that semi-executive position they were promoted to important administrative capacities or they used the knowledge thus gained to strike out for themselves along original lines. Few types of work offer such a latitude for the development and demonstration of ability that secretarial work does.

ONE who used secretarial work to effect entrance into a profession that boasts of relatively few women in comparison with the number of men in it, is Gertrude Priester. Today she is assistant treasurer of the Authors' League of America and is their official accountant. In addition, she is president of the American Woman's Society of Certified Public Accountants. According to her, not only did shorthand help her every bit of the way, it is also of invaluable aid today.

Since her high school days, Miss Priester had always wanted to be an accountant. But economic reasons made it impossible for her to go to college immediately. Her first job was as stenographer and switchboard operator in a large laundry. Subsequent promotions made her bookkeeper, and then secretary to the chief chemist of the concern. Desiring to broaden her experience as much as possible, she then went to work for a bank as a stenographer in the voucher department.

About this time she began attending New York University at night for the full accounting course. It took her seven years to complete it, emerging with the degree of Bachelor of Commercial Science. She continued working during the day, to pay for her college education at night. After the bank, she worked for several years as secretary to the comptroller of a real estate company. When she was graduated, she got a job with a firm of certified public accountants as assistant office manager. A few years later, when she was certified by the state, she was given accounts to service. After that, came the Authors' League.

"ALL along the line, my shorthand has been a tower of strength," she said. "It helped me support myself while going to school at night. In school, it cut the drudgery of notetaking. But most important of all, it helped me get ahead with my accounting. I know that sounds ambiguous, but let me explain. In the first place, shorthand helped me get a variety of jobs, to learn about different kinds of businesses, which is always an asset to an accountant. When I went on the job as assistant office manager, part of my work was the taking of confidential records. It would have been impossible for me to have held down that job without shorthand. Later on, when they gave me an office and accounts of my own, I specialized in tax work for the firm. Here again shorthand came in handy. Many of the clients for whom I did the tax work were very touchy about their returns. They wanted me, as accountant, to handle the whole thing from preparation to putting it in the envelope ready for mailing. They didn't

Jane Engel, style creator
still jots down many a note in shorthand

Gertrude Priester
President, American Woman's Society of C. P. A.'s

want it to go through the stenographic department at all. Often data in the various schedules required explanation, which they dictated to me personally and which I then typed. They simply would not have worked with an accountant who couldn't take down these confidential memos.

"I would like to say that, contrary to popular opinion, public accounting offers splendid opportunities for women. I have never suffered from competition with men. On the contrary, they have been very helpful. There is this obstacle, though, that a woman faces in getting started, but it is easy to overcome: Few accounting firms will take a girl on as a junior accountant right at the start, even if there is a vacancy. But she can get around that with her shorthand. Once hired as a secretary or even as a stenographer, she is *in*, which is most important. From then on, it is up to her. She can show in dozens of ways that the figures she works with are more than just a mass of numbers, and eventually she will get a hearing. It happened to me, and it can happen to others as well."

ANOTHER who used shorthand as a means to a very interesting career is William J. Martin, secretary of the Lions Club of New York, a fraternal charitable organization that does a great deal of work for the blind. A parochial school graduate, he studied shorthand at the Y.M.C.A. in New York. His first job was in a lawyer's office and his ability to take down involved technical matter won the admiration of financier August Belmont to the extent that he offered the lad a job as his secretary. That gave him his first insight into the world behind the headlines. He saw a great deal more of history in the making on his next job, as secretary to Senator William Gibbs McAdoo. He was on that job for thirteen years, through all the trying period of the World War. As Senator McAdoo was the son-in-law of the late President Wilson, Mr. Martin had a ringside seat, so to speak, at world affairs.

For a while Mr. Martin was secretary of the Bronx Board of Trade, and then he went to the Lions Club. In all, he says it has been a most interesting life. "And it's one that could have been possible only with a knowledge of shorthand. How else could I have had the unexcelled opportunity of rubbing shoulders with the great and the near-great?

"But shorthand had another value to me. It helped me get into association work. This field is getting more and more attention, and it is one I commend to young people as a profession. Whether the association is a fraternal one, such as the Lions Club, or a commercial one, such as a chamber of commerce or trade group, it is well to know shorthand. There is usually a stenographer on the staff, but a great many things come up of a strictly confidential nature and it is well to be able to take them down in shorthand. Sometimes something is said at a luncheon that makes good reading for the association house organ, and the wide-awake association secretary should be able to take it down."

THE trade association secretary, we gather from Mr. Martin, is an executive who has made it his business to know all about the various businesses in the association so that he can advise members on legislation, new processes, and other matters in which competing companies have a common interest. If the association is a fraternal one doing charitable work, the secretary must see that proper publicity is given its aims and purposes and that members fullfil their obligations.

The work of the association secretary has advanced to such an extent that it is now looked upon as a profession. They have a national organization and seek to enroll association secretaries everywhere so that they may establish high standards of ethics within the profession. Stenographic training is a great help in this work because very often the secretary works up from an assistantship.

AS far back as she can remember, all of her

friends said that Jane Engel had exceptionally good taste in clothes. Classmates used to consult her when they bought things. It continued when she went to work as secretary to the advertising manager of a woman's magazine. Not only did she have good clothes' sense, but she also had a flair for advertising and in practically no time at all she was more the right-hand man than secretary to her boss.

Then she went to Europe with her parents on vacation. She was there several months and the day before their boat docked again in New York, disaster struck in the form of the panic of 1929. At home and jobless, she wondered what to do about it. There just wasn't a job to be had. So she resolved to create one.

Her family was hard hit too, by the sudden depression, but they rallied round her to the extent of $400. With this slender capital she opened a tiny shop. There were some girls who still had jobs, she reasoned, and these girls still needed dresses. Also, since money had become scarce, what funds they had to spend on their wardrobe must be wisely invested. They simply couldn't afford to make a mistake in a purchase.

That's where she called upon her past experience to guide the destiny of her dress shop. Having been a secretary herself, she knew exactly the sort of clothes that were appropriate for the cultured working girl. And having had the added advantage of working on a woman's magazine, she knew from readers' letters just what clothes problems confronted women who had to dress on limited means. She put her knowledge into practice and from the first week the shop was a financial success.

"Everyone said I couldn't make a go of it," she recalled with a smile, "but I guess I didn't know enough to recognize the possibility of failure. In the first weeks, while I was feeling my way around, I was my own staff, from salesgirl to stenographer, in getting out letters to prospective customers. In three months' time after I opened my shop, we had to move to another store twice the size of the original one, so much did our business increase."

AND it has been expanding ever since. So much so that not only have there been three other moves to larger quarters, but in addition to maintaining a retail shop in New York, she supplies dresses to department stores all over the country that think so much of her styles they carry the Jane Engel line in a special department. Today her staff consists of twenty-five employees, four of them stenographers, so great is the volume of her business.

A graduate of the Lincoln School of Teachers College in New York and of Goucher College in Baltimore, she considered her education incomplete until she had also graduated from a business school.

"Today, so much of the world revolves around business that to attempt to get along without knowing something of shorthand, typing, and bookkeeping is like not knowing English. I can't tell you how grateful I've been for this knowledge since I went into business for myself. I still use my shorthand in making notes when I visit wholesale houses, and since my secretary uses the same system I do, I often leave memos for her in shorthand. Also, when I want to refresh my mind on something I've dictated, I can read her notes when she isn't there to read them back to me. That's a great timesaver!"

DIVERGENT roads these three ex-stenographers have travelled, but they all started with one thing in common. Each was fully fortified with shorthand ability and today they acknowledge that this ability helped them keep going until they arrived at their present-day success. It will help you, too!

On the Way to Success

By BIXBY HEATH

THE young stenographer who wishes to get out of the ordinary rank and file must keep her eyes open for opportunity, must be wide awake to its presence when it comes. Make sure you are efficient, be willing to work hard, and concentrate fully on your particular job. Then should there be an opening in another department which you feel you would like to have and could fill, go to the person in charge and ask for a try at it. Don't be afraid to ask for a private interview with a "higher up." If you are sincere in your desires, you will find the "higher up" at all times ready to give you a chance to advance. Watch to find out when that executive is not busy—get him when he is in a good mood. Usually right after luncheon is the best time for an interview. A man is usually in a more receptive mood at that time of day. Whatever you do, don't barge in at 9:15 just as he is looking over important mail!

Should your request be refused, be a good sport about it and don't make your disappointment too evident. Suggest that maybe the next time he will give you a chance. Then work twice as hard as ever before. You may not think anyone notices your efforts, but you would be surprised to know just how much executives know about their employees. That's their job—to separate the real workers from the stallers, so make up your mind in what category you wish to be classed.

SALLY TIPS DOT OFF!

Ninth of a series of letters from an experienced stenographer to her young sister who is just starting on the job

By HELEN WILKES

April 22, 1940

Sis Dear:

From reading your last, one would think you're the gal who's been pounding the keyboard for years instead of me. You're tired of taking letters, answering the phone, answering the salesmen's inquiries about prices, trying to find disappearing files, trying to soothe an irate customer. But aren't we all?

Don't think that feeling is yours alone. Every stenographer gets it at some time or other. It's like falling in love. You're bound to do it sometime. But, anyway, about this "bad taste in the mouth" feeling you have. There's probably not a thing wrong with your job; undoubtedly the trouble lies in yourself.

Here's a trick I learned some years ago that has helped me immeasurably. It should turn the tables for you, too. Next time you take dictation, instead of thinking, "This old fool — where did he ever get such terms as 'beg to reply to your esteemed favor,' etc.— why doesn't he use better English — write letters that produce results?" — pretend he's the president of a large corporation. Naturally you wouldn't scoff at the letters a highly paid executive would write, old-fashioned or not. Then listen carefully, get every word down, be sure your outlines are clear and precise — not sloppy.

When you get back to your typewriter, make sure your typewriter has a well-inked ribbon. Say to yourself, I'm going to write this letter so that if it were to be posted in public, I'd be proud of the neatness, the spacing, the form. And then go to it!

Do each daily task as though you've never done it before. Your filing — look at those dog-eared files! Straighten them out — put new folders in. Make guides for the important ones, with proper captions.

Remove those old magazines from the top of your desk. Make your surroundings look business-like — if necessary, get some soap and water and wash off your desk or your boss's desk if it's soiled and messy looking.

Show an interest in everything you are expected to do. You'll be surprised at the difference it makes. You'll find new, easy ways of doing work that has become mechanical. There's a feeling of pride in work turned out well, and in some undefinable way your employer will sense that you have his interest at heart, and he'll say it with raises!

Affectionately,

Sally

Sponsor Ahlgren with editors Siegel and Peterson

Danbury Stands High

Being the story of what one school has done, told

By A. ALAN BOWLE

THE students in the Danbury High know how to organize, they know how to cooperate, they know how to carry a thing through to conclusion, and they know how to be happy about it all. Efficiency begets happiness. My book is full of shorthand notes that I jotted down as I discussed the activities of this particular school with members of the faculty and students who carry on the work. The activities stem from a central organization of which Miss Carthene Marinaro is president, Mr. Raymond Havera, vice-president, and Miss Jeanette Lee, secretary. These are the officers of the Danbury High School Commercial Club.

AND the adjective "commercial" is correctly chosen, because it is in a businesslike way that the various activities—running the club, publishing a magazine, putting on programs and plays, organizing methods of financing projects, etc.—are carried on. Like real business men and women they have a vision of perfection and strive all the time to reach that desirable end. These students have an understanding of publicity as distinguished from notoriety, have sufficient ego to know that they are doing a good job, and they have learned how to get the most out of group action and coöperation.

"WHEREVER people look—that's the place for an advertisement," says the advertising expert. Danbury students have learned this first principle of display, for as you enter the school you look at the door—a proper place for a notice—and sure enough you are greeted with an announcement of the current play they are producing. As you ascend the stairs you are again reminded by an arresting sign on the hall door, that it is time to put in your order for the "Nutmegger." As you enter and walk along the corridors, there, too, you find appropriate notices that are attractive and readable, so that by the time you reach the office of Mr. Ivan Ahlgren, head of the commercial department and the power behind the organization, you immediately ask him for a copy of the "Nutmegger" and a couple of tickets for the "Annual Cabaret and Dance."

Incidentally, as this "Cabaret" has been so successful since its inception, the name has been *copyrighted* in the office of the principal, which guarantees protection against other organizations in the school from using the same name. There's business acumen for you. The "Cabaret and Dance" has become the main social event of the year, it is the Mardi Gras of Danbury High!

I WISH you could see the latest copy of the "Nutmegger" and the program of the graduation exercises, models of perfection made on the Vari-Typer with appropriate different types and reproduced on the latest Ditto. I thumbed through the magazines that have been produced by the students in the past. Each new issue was better than the preceding one. They have benefited by their experience

and now are able to show you a gold medal and a silver one that they have won in nationwide competition among school papers, under the auspices of the Columbia University Scholastic Press Association and the National Scholastic Press Association, Northwestern University. Their present aim is to win the "All-American" award from Northwestern, and they have accepted as their slogan "All-American or Bust." We feel sure that they won't "Bust," with editor-in-chief Eleanor Siegel in charge, ably aided by assistant editor Dorothy Peterson, and Charles James, instructor in charge of the business machines and office practice courses, and production supervisor of the magazine, doing so excellent a job.

The "Nutmegger" is another example of cooperation that exists between the various departments of the school. The illustrations for the magazine—those that are used for headings as well as those used in the advertising pages—are done by the Art Department; and the English Department keeps its weather-eye on the English used in the magazine.

Club officers—Raymond Havera, Carthene Marinaro, and Jeanette Lee keep things humming at Danbury

HOW would you like to get experience on the various office machines that are in use in your city? Perhaps the school authorities cannot afford to purchase these expensive machines. Let's see how Danbury handles that problem. All members are considered committees of one to report any inkling they receive from their friends or relatives in offices in which new equipment is being placed. There's the old machinery to be returned—not good enough for the modern office, but good enough to learn on—and maybe it can be had at a reasonable price. Sponsor Ahlgren gets busy when he hears such rumors, and the results of his efforts in this respect will be found in a room full of machines, some retailing for as high as a thousand dollars but sold to the school at a much less figure. Local businessmen are willing to coöperate. Maybe you have the same chance in your city. The Ditto used, however, is a new one—none but the best will do for reproduction purposes and funds for the purchase of the machine were gathered from various activities of the school. For instance, the colors of the football team in feathers and an imitation football were made up and sold to boosters for the school team; profits on the sale of the magazines accounted for more funds; profits from the "Cabaret and Dance" added more to the coffers—and all the money put to real use. It is a paying concern—and through all of these activities students learn the economics of business.

The activities are tied up with the school work in that credit is given to students participating in them.

The "Nutmegger" rolls out—mimeographer Martha Banks, with Production Supervisor Charles James and Jeanette Lee, at the Ditto unit

THE simplicity of the accounting books of the club intrigued me. Records of monies received; monies spent; bills receivable; bills payable—that tells the story—and a simple system of bookkeeping in which these records are kept is all that is needed. The checkbook is signed by both the sponsor of the club and the student treasurer. All bills must be okeyed first by the students, then by the sponsor, and at all times reference to the books tells exactly how the club stands financially. This gives more actual business experience.

Students are encouraged to be thrifty

—another good business principle. Student representatives are appointed in each classroom, whose duty it is to persuade as many of their fellows as they can to join in banking their extra pennies so as to have something for the rainy day. Here's an idea that will make you think. It will appeal to those who expect to graduate and who have a spirit of independence. Save your money, put it in the bank and be able to buy your own graduation dress (girls, of course); and, boys, you can get that extra suit, or help to pay for it when it comes to graduation time. This appeal has given many the right idea about savings, says Mr. Ahlgren.

GETTING jobs is an important part of a boy's or girl's life. Danbury High has a placement bureau and during each year places all the commercial graduates. This is done by keeping in close touch with the local Chamber of Commerce and business houses.

So I take off my hat to this "hat town" school, and join with Mr. Roscoe C. Bassett, principal of the school, in saying that the commercial department of the Danbury High School is doing an exceptionally fine piece of work.

Hot Off the Press

"FROM Books to Business" is chock-full of meaty assistance for the student who leaves the classroom and is about to embark upon a round of office interviews. It is a compilation of suggestions for the student who wants to make a favorable impression in the interview, and in his or her first position. It is very concrete, helpful and readable.

Here are the chapter headings:

The Interview—in which the matter of suitable dress, make-up, etiquette, etc., are discussed.

The Position—which is a discussion of attitude, new equipment, care of equipment, etc.

The Future—a review of the qualities that are likely to lead to advancement in the company.

Composite Application Form—the application form that stenographers will be likely to have to make out in applying for a position.

Personality Chart—an excellent chart for gauging your own personality qualifications.

Books for Supplementary Reading.

This brochure sells for twenty-five cents a copy. We understand that quantity orders of one hundred or more copies are subject to a discount of twenty-five per cent.

Teachers, students, or stenographers who are interested in receiving a copy, or copies of this book should write direct to Transcription Supervisors' Association of New York, Two East End Avenue, New York City.

THE FILIN

Where you will find N. MA of an expert's knowledge of

REFERENCE determines the arrangement of any file, and reference may be made by *name*, by *subject*, or by *location*. Files must therefore be so arranged that matter can be found quickly, regardless of how reference is received.

Some time ago a letter was received which was written on a printed letterhead reading, State Teachers College, Boston, Ohio (although this name is fictitious, it is similar). Some trouble developed in regard to the order included in this letter and a second letter was written by the same teacher, but this time he used a printed letterhead reading, Arthur Williams College, Boston, Ohio. (Also fictitious but similar.) We searched for the original letter in our NAME file, but to no avail, since we were searching for a letterhead reading Arthur Williams College. We just couldn't find it and we had to write to the teacher and tell him so. When he replied, he used one of the printed letterheads reading, State Teachers College, Boston, Ohio. Immediately we found the original letter.

How could our file have been arranged so that we could have found the original letter, even though the name of the school differed on the second letter? Yes, geographically. The location was the same on both letters and, if we could have looked under Boston, Ohio, we would have had no trouble. Many schools change their names, but their location doesn't change. So, usually, when there are many names of schools in a file, the better arrangement is by location, that is, geographic.

IN sales work, too, it is often more desirable to know in how many cities a product is being sold than it is to know the names of the purchasers. Ledgers many times are arranged geographically because of similiarity of names. What is it which really identifies you? Is it your name? No. It is where you live. When the Bureau of War Risk Insurance was begun, by actual count, there were 100,000 Smiths, 1,500 William Smiths, 1,000 John Smiths, and 200 John A. Smiths in the file. There are many common names in the United States, such as, Smith, Johnson, Brown, Williams, Jones, and Miller. The name of Smith is the most common name and Johnson is the next

PRINT IN BINDI

LING CORNER

N. MAE SAWYER bringing you the benefit
lge of filing problems and their solution

•

most common. A clipping from a Buffalo newspaper reads: "The Social Security Board expects ten surnames to fill 1,500,000 of its 26,000,000 old age accounts." So you can readily see that you must know where John A. Smith lives in order to identify him.

THERE are many ways of arranging geographic files. The most common way is first alphabetically by state, then alphabetically by city or town, then alphabetically by correspondent. But the largest geographic file I ever visited was arranged first, alphabetically by city or town because, in that particular file, it was important to have matter from all towns bearing the same name together, then arranged alphabetically by state. Did you know that there are at least twenty-eight Clintons in the United States, twenty-two Clevelands, and twenty-two Buffalos?

Another interesting geographic file visited, is one of sales slips arranged according to the routes of salesmen selling soft drinks. Stores selling soft drinks many times are owned by people with names which are somewhat difficult to understand. Also, these people are apt to sell their stores quickly. The file clerk has a large map on the wall of her office, on which the routes of the various salesmen are marked with tacks and strings. The sales slips are made out, first, street and number, then city, then state, and then the name of the storekeeper. Reference to this file is first by street and number, a most unusual, but in this case the most practical, arrangement.

STILL another interesting geographic file I know of is of addressograph plates which are used for addressing newspapers mailed to all parts of the United States. These plates are arranged according to train routes, so the newspapers do not have to be sorted for mailing after they have been addressed. The principle of geographic filing, in the last analysis, is the same as of alphabetic filing, and all those indexing and filing rules which you have learned so painstakingly must be followed just as carefully when filing geographically as you have followed them in your alphabetic file. But, instead of indexing the name James Brown of Alton, Illinois, as *Brown, James, Alton, Illinois,* as you did for your alphabetic file, you will index it as, *Illinois, Alton. Brown, James,* for your geographic file. You think *first, state,* then *city,* then *name* of correspondent.

IN the geographic file, your main guides usually will be for states, and they will be arranged alphabetically. Behind each state guide you will have a set of alphabetic guides and a set of corresponding miscellaneous folders. Let us see how you will file a letter received from James Brown of Alton, Illinois. First you will find the guide for Illinois. Behind this guide, you will find the "A" guide for *Alton,* and place the letter in the "A" miscellaneous folder. Now, suppose the next letter to be filed is from Arthur King of Adams, Illinois. It, too, will be placed in the same "A" miscellaneous folder, since *Adams* begins with "A", too. It will be filed before the other letter, *Adams* before *Alton.* Matter in this miscellaneous folder is arranged alphabetically by city, since reference to this file will be made first by state, then by city, then by name of correspondent.

AS your file grows and five or more pieces have accumulated under the name of one city, or one correspondent, you will have to make out guides and folders for these active cities and individual folders for active correspondents. And you will need to make out cross references when more than one location is mentioned in a letter and will be used for reference. Always remember that cross reference is the lifesaver of the file clerk. You must be sure to cross reference when necessary, but you must watch, too, not to clutter up your file with unnecessary papers.

In some offices, reference is made to the files both by location and by name of correspondent. Then a card index is necessary, arranged alphabetically by name of correspondent, while the correspondence file, itself, is arranged geographically.

CAN you arrange the following names in correct geographic order?

1. Sarah C. Macalister, Clintongrove, N. H.
2. Alice L. Paten, Clifton, N. J.
3. Russell's Market, Cleveland, N. M.
4. Russell, Jay & Co., Cleverdale, N. Y.
5. Harry Rush, Cleveland, N. D.
6. A. C. King, Clinton, Nebr.
7. Robert M. McAlister, Clintongrove, N. H.
8. Russell & Son, Cleveland, N. M.
9. Frank G. Rushe, Cleveland Mills, N. C.
10. Wm. T. King, Cliffdale, Nev.
11. Kingsley & Arthur, Clinton, N. Y.
12. Henry Russell, Cleveland, N. Y.
13. King & Co., Clintondale, N. Y.
14. E. C. Kingman, Clifton, Nev.
15. Alex Paterson, Cliffwood, N. J.
16. Russ Bros., Cleveland, N. C.
17. Kathryn Kingdon, Cliffdale, Nev.
18. Albert T. King, Chicago, Neb.
19. Nancy Patch, Clinton, N. J.
20. Anthony Kingsley-Abbot, Clinton, N. Y.

(For correct answers, see page 450)

INDING

MonoGreggs Like the Vogue

Are *You* Wearing *Yours?*

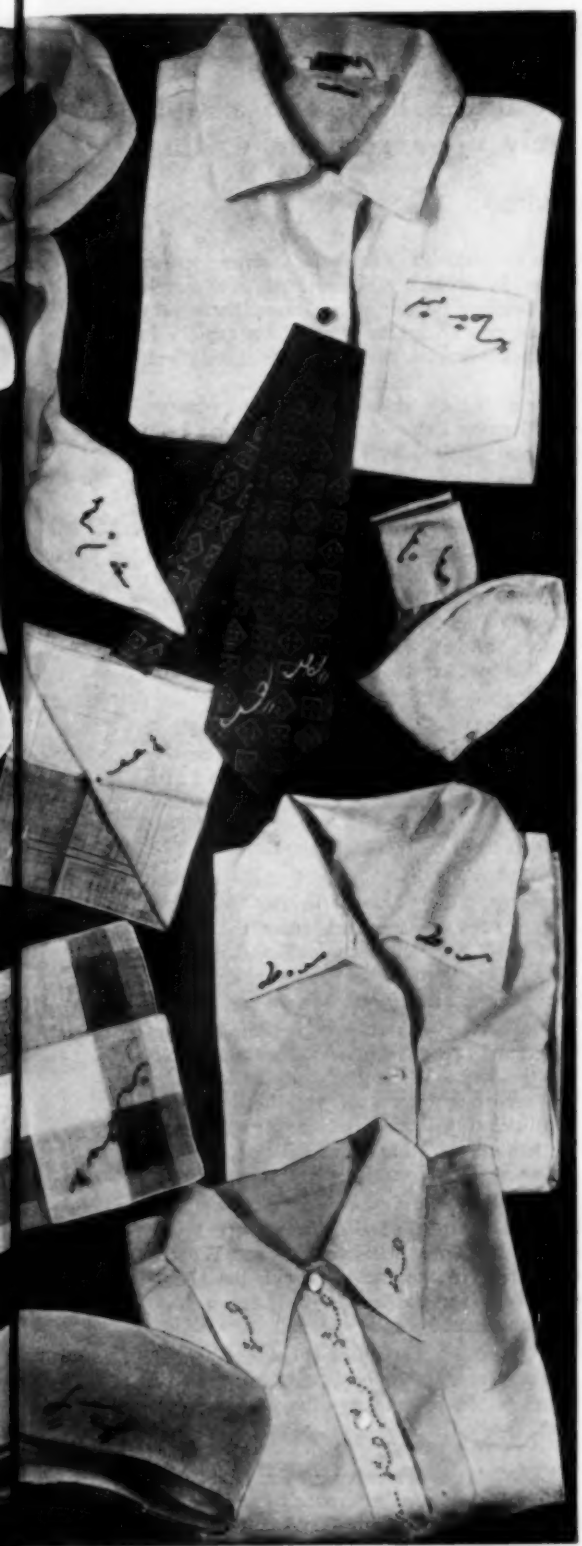
EMBROIDERING isn't the fastest way to write shorthand, but it *is* the very newest. So take out your sewing kit and fall in with the latest style—put your name, in shorthand, on blouses, scarves, anklets, tennis outfits, sweaters, swimming suits, handkerchiefs—anything, in fact, that you can push a needle through! Just look at the collection pictured here if you want some ideas.

"MONOGREGGS," we call these names embroidered in Gregg shorthand. The newest way to write shorthand is with needle and thread. Last month we told you about Miss Mildred Tucker's brief-form jacket (April, 1940, page 393) and promised to tell you how the idea had popped up in New York at the same time Miss Tucker hit upon it, way down in Texas. So here's the story, and here are complete instructions as to how you can trim your own wearing apparel with MonoGreggs.

ONCE a group of Louis A. Leslie's friends decided to give him a birthday cake, and one of the girls in our office undertook to make and trim the cake appropriately. "Appropriately," for Louis Leslie, who is one of the world's finest Gregg penmen, meant in Gregg shorthand, and it was in shorthand that she wrote "Happy Birthday, Louis" on the cake by squeezing soft pink frosting through a gadget made for the purpose. Some carping critic commented that the *L* didn't have just the proper fluency, and the cake-baking young lady, whose pen-written shorthand is beautiful, snapped back, "I'd like to see *you* get any more fluent swing to it *in frosting!* I practiced on every platter in the house!"

Embroidery doesn't present the problems that come up with frosting. So send for your MonoGregg, or make your own if you'd rather, and start that needle working! It's going to be fun when your school friends read your name on your collar, for instance—and even more fun when those who haven't studied shorthand yet have to ask you what the design means!

ALL you do is write your name in Gregg shorthand on a piece of paper backed up by carbon paper, transfer the name to the ma-



These, They're All this Spring!

terial you want to embroider, and then get busy with your needle. Follow these instructions and let's do it together:

1. Place a piece of soft carbon paper on a hard, smooth surface, carbon side up. Over it, place a sheet of white paper. Write your name in Gregg shorthand on the white paper, with a pencil. (Write two or three times as large as your normal shorthand style.) A carbon impression of your name will appear on the reverse side of the paper.

2. Place the white paper on the material you are going to embroider (both on a hard, smooth surface), with the carbon impression against the cloth. With the pencil, cover the whole outline of your name with up-and-down strokes, and presto! the outline of your name is transferred to the cloth and you are ready to embroider. If you are careful not to tear the paper, you can get two or three impressions from it.

MOST of the articles pictured on these pages were embroidered with what is commonly known as the "outline" or "back" stitch. To keep the outlines delicate and flowing, and to prevent the loop letters from filling up solid, only two strands of embroidery floss were used in the needle.

When you have embroidered your name, drop us a penny post card and tell us what you embroidered and what stitch you used. We may be able to pass your ideas on to other Gregg writers. If you get some good snapshots of yourself, or of you and your class wearing or displaying MonoGreggs, be sure to send prints to our MonoGregg Editor. We'll be glad to pay $2 for each such photograph accepted and published.

YOU can get your MonoGreggs written by an expert Gregg plate writer, for only 5 cents each to cover handling costs. Just ask your teacher to send a self-addressed, stamped, No. 10 envelope, a typed list of the names to be written, and 5 cents for each name. Beside each name, give its pronunciation or show how you would write it in Gregg shorthand. Send the order to MonoGregg Department Editor, The Gregg Publishing Company, 270 Madison Avenue, New York, N. Y.

TYPE up the list of names with your classmates and give it to your teacher, TODAY. We'll forward the transfers at once so you can apply your ingenuity toward that new tennis suit you just bought!

ARE YOUR NOTES ACCURATE?

A rapid writer is of very little value unless he is also a rapid reader. Rapid reading depends largely upon accurate writing

By JOHN ROBERT GREGG

SHORTHAND writers are not paid according to how much they can write in a given time. Many students think that their main objective is to acquire a certain rate of speed—say, 120 words a minute—and that, after they have reached that goal, they will be able to obtain a position as a stenographer. Businessmen, however, don't, as a rule, judge stenographers by their writing speed; they judge them by the number of letters they can transcribe in a day—by the speed at which they can *read* their notes after they have taken the dictation.

COURT reporters often make much more from their transcripts, for which they receive additional payment at the rate of so much a folio (100 words), than they do from reporting. The faster they can read their notes, the more money they can make from their transcripts. For example, if they are paid at the rate of 25 cents a folio and can increase their reading speed only 100 words in an hour—one and two-thirds words a minute—they will be able to increase their earnings an hour by 25 cents. They know from experience that it pays to write every outline as accurately as possible.

This illustration will serve to emphasize the necessity for writing outlines that you can read rapidly. Hence the question, "How accurate are your notes?" It is an important question, especially at this time of the year when many of you are looking forward to your first positions as stenographers.

WE have prepared a few accuracy drills for you this month to help you answer the question. Master these drills, and then be your own most severe critic whenever you stumble in reading back your notes. Don't be satisfied until you have found the reason for your hesitation and have removed the stumbling block. Precise practice for accuracy will generally remove the trouble. And remember, faster reading means a larger salary.

A glance shows that most of the words in the drills are short outlines, easy to write. You may wonder why more difficult words were not selected. Experience has shown that errors are made more frequently in writing short, easy outlines than in writing the more difficult ones—the writer grows careless in writing the outlines for simple words because he thinks he knows them very well and can afford to write them rapidly in order to have more time to write the difficult words.

If you realize this tendency in advance, you will never grow careless in writing brief forms and other simple outlines.

YOUR practice of these drills must, of course, include the reading back of every outline you practice. It will do you very little good simply to write each outline rapidly several times. This practice must emphasize accuracy rather than fluency.

One of the best ways we know of to practice a list of words for accuracy is as follows:

Step 1. Divide your shorthand notebook page into six vertical columns approximately one inch wide. Head the first, third, and fifth columns "Shorthand." Head the second, fourth, and sixth columns "Longhand." Tear the sheet from your notebook.

Step 2. Write in Column 1 the shorthand outlines for all the words in the first drill. You may copy the outlines from the plates, if you wish. Spell each outline and pronounce it to yourself as you write it; for example, in writing *insist*, say *"n-ses, insist."*

Step 3. After you have copied the outlines in shorthand, read them back without looking at the key. Write each one in longhand in the second column. If you hesitate over any outline, stop immediately and give it special attention, so that you will be sure to recognize it the next time you write it.

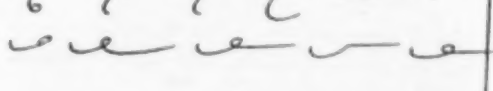
Step 4. Fold the first column of shorthand underneath the rest of the sheet so that you cannot see it. Then, with your GREGG WRITER closed, write, in the third column, the shorthand outlines for the words you have written in longhand in the second column.

Step 5. Fold the second column underneath the rest of the sheet and transcribe in Column 4 the shorthand that appears in Column 3.

FOLLOW this procedure until you have filled in all six columns, alternately writing in shorthand and in longhand. When you have

Try These Ten Accuracy Drills

I



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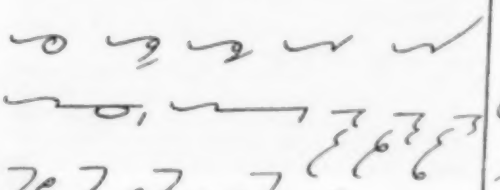

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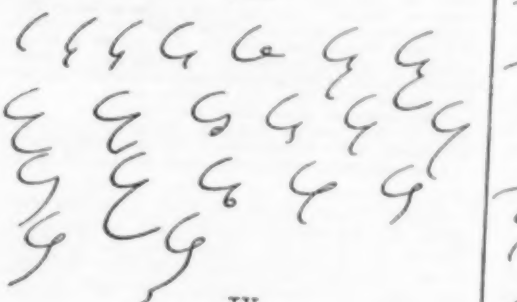

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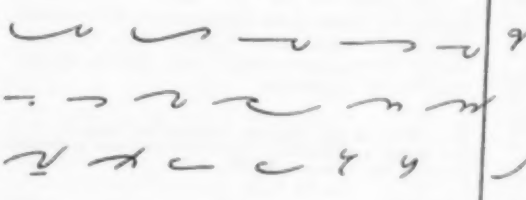

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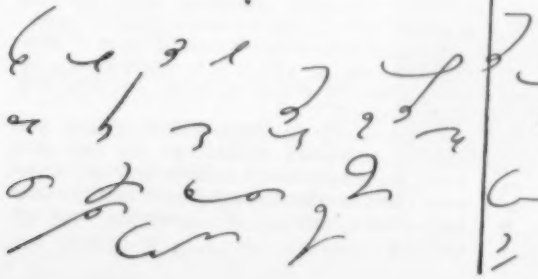

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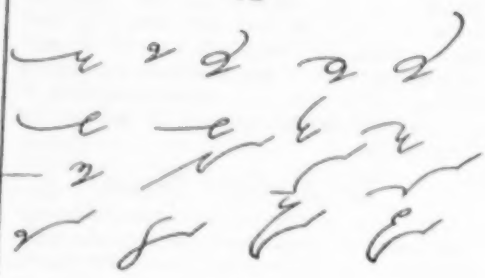

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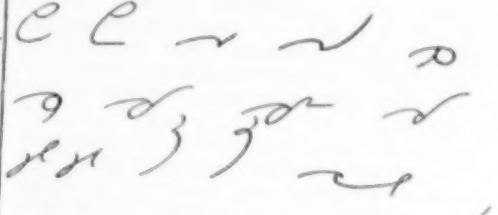

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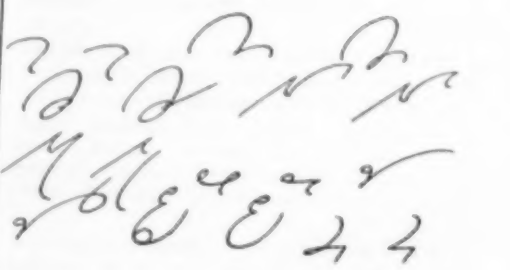

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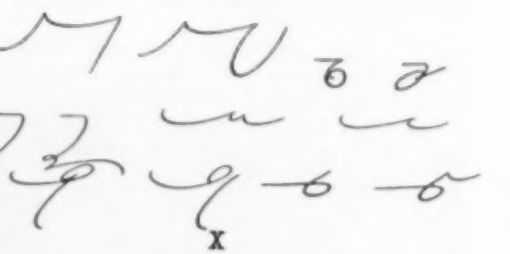

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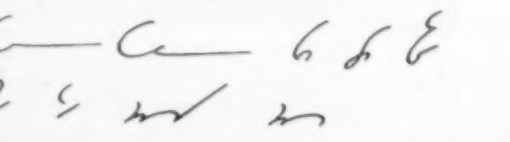


completed this exercise for Drill 1, repeat it for each of the other drills. One drill a day will be sufficient.

After you have practiced all the drills, have someone dictate the entire key (given below) to you slowly, so that you can write the words in your very best shorthand style. Read the list back and circle each outline over which you hesitated even for a second. This test will indicate whether or not you need further practice for accuracy on these drills.

TEN ACCURACY DRILLS

(1) ours, recent, respect-respectful-ly, receipt, receive, ourselves-resist, repeat, reply, represent, report, regular-regret, real-regard, relative, remit-remittance, room-remark, remain-remember.

(2) require, requested, requisite, worked, record, workmanship, recommendation, instance-instant, instances, insist, influence, infer, inform, never, special-speak-speech, except, experience, especially, express, explain, experiment.

(3) put, possible, position, presents, principle, prospect, prosper, proper, property, personally, persist-process, purpose, probable, prove, problem, proceed, prepare, prefer, privilege, previous.

(4) low-law, look, most, move, no, nothing, knew-new, call, collect, quality, cut, quote, quantity, on, or, was, office.

(5) best, rest, west, test, invest, largest, earnest, just, consist, resist, exist-existence, cost, act, fact, select, affect, detect, product, evident.

(6) lost, east, fast, cast, vast, least, missed, post, coast, worst, distant, intent, content, extent, patent, obedient, expedient.

(7) appear, happen, can't-country, count, cares, case, carton, cartoon, curtain, cities, citizen, civil, several-serve, collision, collection, command, commend, comment, commented.

(8) company-keep, complete-complain-t, difficult-difficulty, defect, defy, divide, destination, distance disturb, desirability, earliest, earnest, esteem, estimate, expand, expend, finish, furnish.

(9) indulge-indulgence, indulgent, inside, insight, invest, investigate, lawyer, lower, liable, likeable, matter, mature.

(10) permanent, prominent, poor, pure, sport, support, circuit, succeed, success.

The Filing Corner

(Continued from page 445)

Read down

18	14	2	12	13
6	1	19	4	16
10	7	3	11	9
17	15	8	20	5

Information Desk

(Continued from page 437)

3. **Please advise whether or not it is incorrect to use the phrase "widow lady" in written matter.—*E. R. E.***

Neither "widow lady" nor "widow woman" is considered good form simply because of the redundancy of the words—*widow* meaning, of course, a woman.

"Widowed lady" would be correct if it is desired to use that term.

4. **It is my understanding that the word *professor* is only written out when the last name is used but when the first and last names are used, the word *professor* should be abbreviated. Am I right?—*M. B. K.***

The title "Professor" may or may not be abbreviated when preceding a full name, although it should be spelled out when preceding the last name only.

We consider it slightly better form to spell it out in all cases, except, of course, in tabulations or where space is the chief consideration. The complete form seems a little more courteous.

5. **I shall be most grateful for your assistance in the following:**

Is it correct to say, "That ceiling is *more high* than this"?

What I am interested in here is whether "more high" is used correctly. Is "more high" as good usage as "higher." Can the "more" be added to the positive forms of most adjectives to form the comparative, even though that adjective may not be a three-syllable word, as "expensive," for instance. I know that the length of "expensive" calls for "more" in the comparative form. May one correctly say:

"That dress is '*more cheap*' than this,"

***more* in this instance meaning "increased" etc., or is it better to say "That dress is '*cheaper*' than this"?**

Your assistance will prove most helpful.—*B. A. S.*

Adjectives of three or more syllables and some of two syllables form the comparative degree by prefixing "more" to the positive form, whereas adjectives with one syllable and some of two syllables add "er" to the positive form.

The choice of "er" or "more" is largely a matter of euphony and accepted literary usage. We surely would say "higher" and "cheaper," rather than "more high" and "more cheap," *but* "more expensive."

6. **What is the rule for syllabication when there is one vowel between the consonants and one consonant between the vowels.—*M. W.***

As we understand your question on word division, you wish to know how to divide words in which single-vowel syllables occur.

The rule is to divide words of three or more syllables, one of which is a single-vowel syllable, after the vowel; as *medi-cine, sepa-rate, approxi-mate.*

If, however, the single-vowel syllable precedes a two-letter syllable at the end of a word, the single-vowel syllable may be carried over (because there is a rule not to carry over two letters only); as *calam-ity, man-ual, mel-ody.*

GLOBE PHOTO

The cottonwood on the Capitol grounds—best loved tree in Kansas

Kansas—the "Sunflower" State

TWENTY-FOURTH in rank by population is the "Sunflower" State, with its 1,848,000 people, and thirteenth in point of size (area, 82,158 square miles); and it is situated in almost the exact center of the country, one of the states carved from the land acquired from France in 1803 by the Louisiana Purchase.

Coronado's exploring party entered Kansas back in 1541 while searching for gold in the fabled cities of Cibola, and when they returned to Mexico Father Juan de Padilla remained behind and founded a mission among the Quiviran Indians, who later killed him to prevent his leaving them to establish a mission in a rival tribe.

FRENCH explorers followed the Spaniards (1682), but the territory passed back to Spain in 1763 and was not returned to France until 1800, just before it became a part of the United States. Many of our own great pioneer trails lay through Kansas; the famous Santa Fe Trail started in this state, and it was up the old Chisholm Trail that the Texas longhorns were driven to the Kansas markets, in the early days. Kansas today is one of the four greatest cattle states of the country, with Kansas City the second largest livestock market in the world. The leading industry is slaughtering and packing, though there are important flour and grain mills in the state and large petroleum refineries. There is a large oil output in Kansas, and more than 15,000 square miles of coal lands. Lead, zinc, and Portland cement are important products, and salt is produced in large quantities.

KANSAS leads the nation in the production of wheat. Corn, oats, barley, rye, potatoes, and flax are important crops also. Apples, grapes, cherries, and plums head her fruit crops. Dairying and poultry raising is also extensive. But, though the State is essentially agricultural, there are twenty cities of over ten thousand population—Arkansas City, Atchison, Chanute, Coffeyville, Dodge City, El Dorado, Emporia, Fort Scott, Hutchinson, Independence, Kansas City, Lawrence, Leavenworth, Manhattan, Newton, Parsons, Pittsburg, Salina, Topeka, and Wichita.

EDUCATION has been one of the first considerations of Kansans, who believe, with their old territorial governor, Andrew H. Reeder, that "It is always better to pay for the education of a boy than the punishment of a man." The State supports the University of Kansas, at Lawrence, and the Agricultural College, at Manhattan. Among the other institutions of higher education are Washburn College, at Topeka, Wichita Municipal University, and Southwestern College, at Winfield.

EWING GALLOWAY

Pawnee Rock, a landmark on the Old Santa Fe Trail, scene of many Indian battles

Willard Rude
Teachers' Contest Winner

THE BLACKBOARD

Report on Teachers' Division

By FLORENCE

Whole classes of students qualified not only for the certificate but for the Gold O. G. A. Pin in this year's Contest. Never before have we had such an experience. Club after club coming up for examination and rating, scored higher than in any previous contest. You teachers must be proud of the job you did, and as for your students, this magnificent performance in the Contest will, we hope, be only the first of many shorthand successes to come.

IN the Teachers' Blackboard Contest the prize Deluxe Fountain Pen Desk Set was won by Mr. Willard Rude, of the Oklahoma Agricultural & Mechanical College, Stillwater, Oklahoma. We are not surprised. For many years, probably as long as we have had anything to do with these contests, Mr. Rude has been winning prizes, and his students have been winning prizes—for themselves, and for their students after they procure teaching positions. His fine, fluent, readable style is well known to many of you as well as to us. Our readers, his former students, and his own associates will want to join with us in extending congratulations on his success in this year's competition. The specimen of blackboard notes which he submitted was a superb job of writing.

IN addition to this first prize, we have voted still another award because of the many excellent specimens submitted. The Emerald O. G. A. Pin is being given to the runners-up in the Medalist Division (teachers who were already holders of our Teacher's Medal). Our sincere congratulations are going, together with this special award, to *Alida W. Ackerman*, Lucid Private Secretarial School, Grand Rapids, Michigan; *Ruby A. Agnew*, Milton Union High School, Milton Junction, Wisconsin; *Gladys Beal*, Central High School, Xenia, Ohio; *Urina R. Frandsen*, Woodbury College, Los Angeles, California; *Guy G. George*, San Jose State College, San Jose, California; *J. P. Griest*, William Penn High School, York, Pennsylvania; *Maude S. Haskell*, Gray's Business College, Portland, Maine; *Virginia S. Haynes*, Canton High School, Canton, South Dakota; *Ethel McCormack*, Fresno Technical School, Fresno, California; *Mabel C. Morton*, Woodbury College, Los Angeles, California; *Helen Linea Rosedahl*, Barnes School of Commerce,

WE told you that even the beautiful specimens of shorthand published in the March issue had faults that would be pointed out to you. After examining between 35,000 and 40,000 O. G. A. specimens from as many students under the instruction of the writers of those blackboard notes and a thousand other shorthand teachers, we have changed our minds! Suppose we did pick out an outline here and there and explain why it should be written thus and so. It would help you to perfect an already excellent style, but teachers who can train students to write the superbly beautiful shorthand that was received in the Contest this year do not need many suggestions. They provoke our greatest admiration and deserve only heartiest congratulations! We'll mention a few of the criticisms of the examiners another time, then.

THE progress that has been made in teaching students to write a good style was temporarily retarded a few years ago when a change of method in handling the instruction left a few teachers in doubt as to how much attention to pay to the *quality* of students' notes. As soon as these teachers discovered that they could get better fluency, and, with attention and guidance to correct forms of shorthand, an even more beautiful style, work was begun again in earnest to qualify students for membership in the O. G. A.

CONTEST RESULTS

of the O. G. A. Contest

ELAINE ULRICH

Denver, Colorado; *Sister Mary Clare*, St. Patrick's High School, Watertown, Massachusetts; and *Sister Mary Mediatrix*, Villa Anna, Lachine, Quebec, Canada.

THIRTY-EIGHT more teachers qualified on the test for the Gold Medal this time. The names of these winners are published elsewhere in this issue. Their pictures (which, of course, all of you will want to see) will appear in the June issue of the BUSINESS EDUCATION WORLD, together with a summary of the contest.

To be able to write good notes is one thing; to be able to train students to write them is another. Our Gold Medal and Certificate winners have demonstrated unmistakably that they have the skill to execute good notes themselves and to teach their students to write them. These teachers are invaluable the profession!

Silver Medals also were awarded, you will notice from the list, although we did not expect to include this award. There were a few specimens not quite good enough for the Gold Medal and yet too beautifully written not to receive some sort of special recognition.

YOU teachers whose notes qualified for the Proficiency Certificate and for the O. G. A. Membership Certificate likewise are to be congratulated. We recommend that you persevere in your practice until the Gold Medal is attained. It is well worth working for; and the increase in pleasure which you will feel whenever you demonstrate shorthand to your students is well worth the extra time and effort you spend in cultivating the Medal style.

Many, many interesting letters accompanied the specimens. We couldn't reply to them all because the Contest was an overwhelming one, and, in addition, from 60,000 to 70,000 student tests were coming to us at the same time.

PUTTING over the O. G. A. Contest as you did this year demands unstinted praise and admiration. Honestly, words fail us. Perhaps you found the incorporation of the Teachers' Division in the O. G. A. an added incentive and inspiration for practice. We do not know what it was, besides enthusiasm and practice, that made this Contest an outstanding performance of writing efficiency, but we *do* congratulate you and your students most sincerely.

More about the other events of the O. G. A. Contest next month. In the meantime, do not forget the Typewriting Speed and Accuracy Contest. Considerable interest has already been manifested in this new competition in typing skill.

Q's and A's on the Typewriting Contest

ON one occasion a professor came into the classroom and gave the following instructions:

"Will the students please remove everything from the top of the desks except one sheet of paper and a pencil. I shall dictate some figures to be summed up, and after the addition is completed put your paper on the lower left-hand corner of the desk and your pencil on the upper right-hand corner of the desk. Then sit back quietly until all are finished."

The instructions appeared to be simple enough, and the students sat attentively, ready to take the figures. When everyone was ready, the dictation began: "24, 31, 16, Add."

There was a titter as the addition was performed, no one expecting such a simple problem.

Nevertheless, out of a class of two hundred students not one followed instructions!

THIS "attention device" could well be used in other classrooms, if we may judge from the number of Typewriting Contest entries already received in which the instructions were not followed! One stenographer sends his entry, beautifully typed—and the Competent Typist Test, typed from start to finish (inclusive of the credit line), is accompanied by an affidavit to the effect that it was typed in nine minutes! He did not notice the words "ten-minute test." Competent Typist Test copy should be repeated from the beginning until the end of the ten-minute test period, if completed in less than ten minutes.

Another entry is submitted with more than five errors on the Competent Typist Test. Only five errors are allowed on this part of the Contest.

Still another fails to double space Parts Three and Four of the Contest, as instructed.

ONE teacher writes that her students are unable to write twenty-nine lines to the page, if the heading is put on the Competent Typist Test. The small type printed above the copy is not intended to be typed. The heading if

single-spaced and written on one line across the top of the page, will enable the student to get twenty-nine lines on a sheet 8½x11. However, if the typewriters are not in too good condition, and there is a tendency for the sheet to slip while the last line is being typed, the examiners will accept twenty-eight lines to the page—but not fewer than twenty-eight. The Competent Typist Test is to be practiced until the best possible speed is obtained on it. It is not necessary to tell us the number of times the student has practiced this test.

However, if the student types any one of Parts I, II, or III more than once for arrangement, etc., he should give the number of times he has written it. This will include the "rough draft" that students may have made of any one of these three parts. If the teacher and student will keep in mind that this is a practical test, the kind of work one might encounter in the business office, and that the object is to type a satisfactory copy with as few "attempts" as possible, the instructions will be more readily understood.

A QUESTION comes to us from one teacher who inquires if it i correct to have a space before and after the dash, or if this is a "catch." There are no "catches" in this Contest. The use of a space before and after a dash is now common practice in many offices. The letter which we gave you is part of a letter exactly as set up by the Circulation Department of the magazine *Time*. Either closed or open dashes will be allowable.

A NUMBER of the contestants who have already submitted their entries failed to use a letterhead for Part I, and did not write in a heading, or inside address.

The exhibit at the E. C. T. A. Convention at Atlantic City showing some of the unique O. G. A. Contest entries

The Junior O. A. T., as well as the Contest Copy Part III, is to be double spaced, and two sheets of paper used instead of one. However, in view of the fact that we regularly require the Junior Test to be written on one sheet (single spaced if necessary) and have so instructed students in our "Ten Important Don'ts," the Junior O. A. T. Test will be accepted for the award either single or double spaced. The contest entry must be double spaced as instructed.

WE are awaiting some remarkably fine examples of typing skill in this contest. Only a smattering of entries have so far been received, and they are principally from stenographers. You have until June 1 to prepare your entry, so give to it your very best attention. Read instructions carefully, and follow them. You will find that comprehending and doing exactly as you are told is a valuable asset in the business office. This is a good time to get a little practice along that line.

May Test Material

[All clubs of test papers should be accompanied by a typewritten list of names to expedite checking and insure accuracy in making out certificates. May copy is good as membership tests until June 25, 1940]

Senior O. A. T. Test

Make a letterhead for the following letter from a realtor handling real estate in the Foothills of the Monadnocks, giving street and telephone number as well as city name. Supply date, inside address, salutation, and signature, and the identification initials. The copy for the enclosure (Part II) is to be typed on a separate sheet. Paragraph properly.

PART I

Joe (Hoss) Chandler thinks you ought to reply to this letter. Joe was in from Francestown the other day. Says he, "You ain't like most real estate fellas—all your prospects get pussonally dictated letters, don't they?" "Yep," says I, "this is no catalogue house." "By, George," says he, "all them folks you wrote to last year oughter let you know what they want now so's they could git a bargain before them city fellas start to come round." Seriously, Joe is right. May is bargain time in New Hampshire. I don't want to continue suggesting possibilities unless I know you are still interested. Won't you take a minute and help me to help you? Fill in the enclosed specification sheet and I will describe some of the best bargains there have ever been in the Monadnock region. I've bought the stamp—for your convenience. Cordially yours, Enc.

PART II

SPECIFICATIONS. 1. Is the Monadnock Region of Southern New Hampshire still your ideal section? 2. Check the TYPE OF PLACE you prefer. Colonial (Square Colonial, Salt Box, One-room deep, Cape Cod, Rambling Farmhouse) Log Cabin, Unique Type. 3. What TYPE LOCATION? How near village? How near neighbors? Elevation, or protected? 4. SIZE. How many acres? Buildings? Rooms? Bedrooms? 5. CONVENIENCES (check those which are important to you). Electricity? Bath? Heat? Telephone? Running water? Fireplaces? 6. When do you plan to enjoy your New Hampshire home? Year round? Summer? Winter? 7. Would you like to rent during the off season? Do you look for income from your New Hampshire home? If so what type of business do you contemplate? 9. Do you want a place all fixed up? Or waiting to be fixed? 10. PRICE. What price range do you consider within your means? $..... to $.....

Junior O. A. T. Test

AUTOMOBILE ACCIDENTS ANALYZED. Many of the most dramatic smash hits of 1939 were not viewed on the stage or screen but on the highway, according to the tenth annual safety booklet issued by The Travelers Insurance Company. The booklet, entitled "Smash Hits," records pictorially and graphically the facts about accidents in which 32,100 persons were killed and almost a million and a quarter others were injured last year.

"America's street and highway system is a vast stage on which is being presented the longest and most lavish procession in history," the foreword states. "In a pageant of such magnitude there are bound to be mistakes, usually caused by some actor who becomes confused or forgets his part. In the great spectacle as a whole these interruptions are scarcely noticed, but to those who by accident or indiscretion become involved, these unrehearsed by-plays often assume the proportions of a major tragedy."

Highlights from the annual report, based on official records of the 48 states, include the following interesting facts:

Exceeding the speed limit was responsible for 36.5 per cent of the fatalities and 22.5 per cent of the injuries in 1939.

Nearly 40 per cent of all traffic accident victims were pedestrians.

Almost 87 per cent of the fatal accidents occurred in clear weather and almost 80 per cent when the road surface was dry.

More than 93 per cent of the drivers involved in fatal accidents were male and less than seven per cent female.

More persons were killed on Sunday than on any other day of the week, while the heaviest injury toll came on Saturday. Wednesday was the safest day for travel. 7 p.m. to 8 p.m. was the most dangerous hour of the day. The motor vehicle death rate, based on mileage, is at least three times as high by night as by day.

May Competent Typist Test

Use double spacing in typing this ten-minute test

(To find the gross number of words you write, divide gross number of strokes by 5; then deduct ten words for each error to get net words written. The number of strokes is indicated at the end of each line in order to facilitate counting the gross number of strokes written.)

Strokes

Once in the notebook, not a thing should escape 48
the attention of the secretary. She cannot excuse herself 107
with "I must have skipped that." To protect her, use is 164
made of three simple devices with which you are already 220
familiar: the horizontal line between items, the vertical 279
line of cancellation, and the elastic band. 324

The horizontal line marks one item off from another. 378
This clearly sets off even the briefest piece of work so 435
that it catches the eye readily before it is attended to 492
and so that it can be plainly canceled after it is attended 552
to. The horizontal line also sets off by itself a postscript 614
or additional dictation related to material on earlier 669
pages, so that it does not become confused with unre- 721
lated notes falling immediately before or after it on a page. 784
This line is always made with the pen or pencil during 839
the course of receiving dictation. 875

The vertical line cancels notes as soon as they are at- 929
tended to. This line is preferably made with a colored pen- 988
cil as a perfect check for the eye against the completion 1046
of work. Orange is an excellent color for this purpose, 1103
since red and blue often are reserved for other special 1159
uses. It is an economical office habit to keep an orange 1217
pencil near your typewriter; during transcription this 1272
should lie in an accustomed place within reach of your 1327
right hand and your notebook. This is one of the very 1382
little ways in which an expert secretary watches her in- 1437
stants of time. Be particularly careful to draw your orange 1498
line down through inserts and additions, which must be 1553
transcribed in their proper pieces of work and then can- 1608
celed with care. 1626

When you are interrupted during transcription, be sure 1681

Strokes

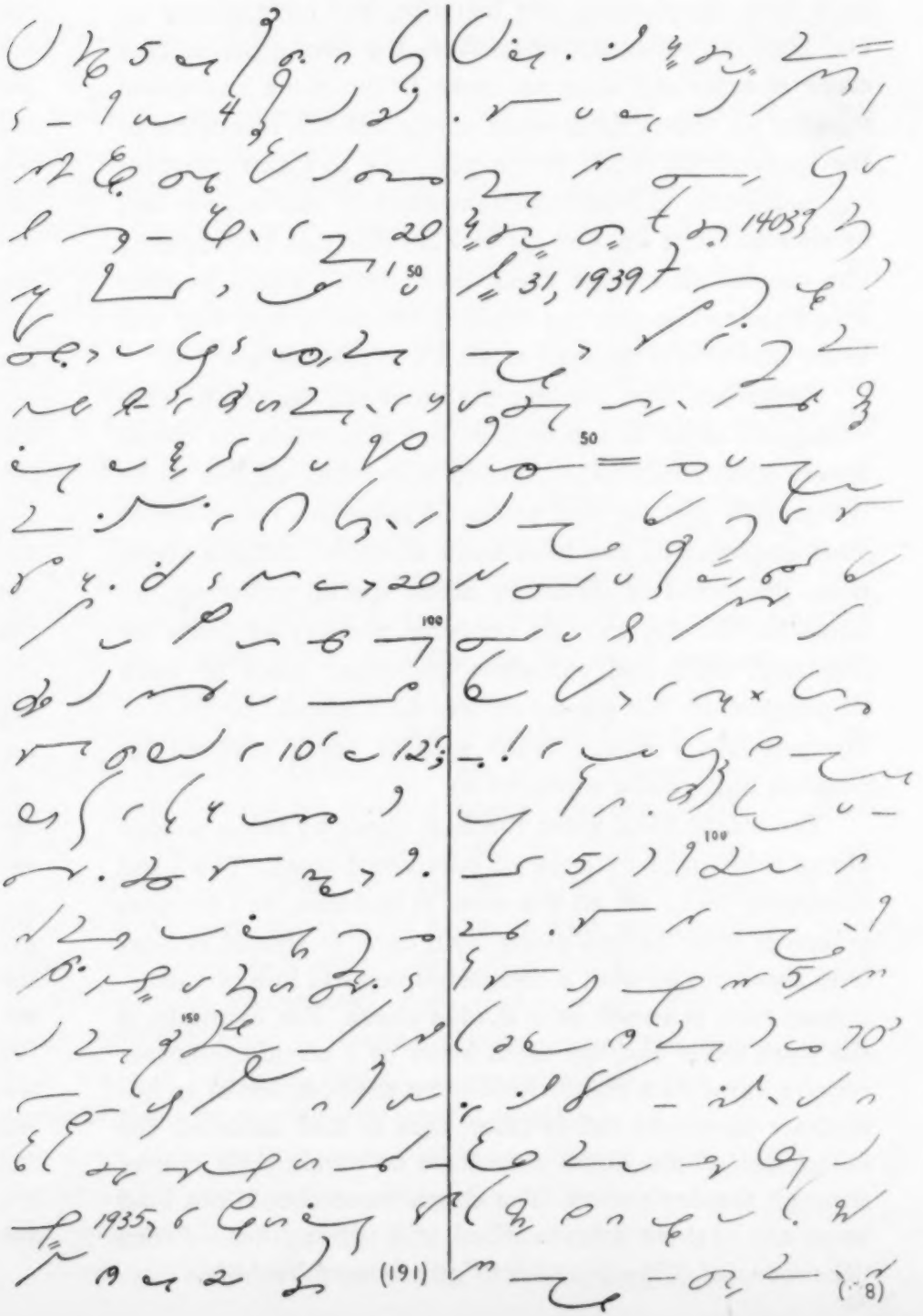
to return to the exact place in your notes where you left off. It is always annoying to find that you have turned back from telephoning, for instance, and have picked up and gone on with your notes from the wrong place. This error is especially easy to make if the same shorthand sign for an outstanding word appears in the recopying of the typewritten sheet. When you have to interrupt reading your notes to insert the next sheet in your typewriter, be sure to make the correct pickup. For this contingency you can let an orange check mark stand guard in your shorthand while you are making the shift, and you will know that this is the spot at which to resume work. 2354

Remember that keeping the notebook cleared by canceling the notes is a principle that also holds for actual letters with marginal notations indicating replies to be transcribed and for odd pieces of paper on which either your employer or you have made notes for definite attention. This kind of dictation needs special guarding; all notes for the day may be properly transcribed from the notebook itself and yet some important piece of work be overlooked. No papers of any kind should be filed or dropped into a filing basket without being scanned for possible notes to be attended to. 2943

The elastic band gives the final check by being slipped along from page to page of completed work. The band absolutely locks off all the notes it includes, and for that reason it must be run along with care. It should enclose only those pages with a completed vertical line of cancellation; thus it serves as a double check. For example, if the sixth letter and the tenth letter or a certain telegram require immediate transcription and the notation of an immediate telephone call is taken care of and canceled, the remainder of the notes may have to await their course through the day's work. The elastic band should not bind away any of these untranscribed, still active notes.—*From "Secretarial Efficiency" by Faunce and Nichols.* 3626

Transcription Speed Project

(349 Actual Words)



They Pass With Honor

A NICE club of O. A. T. and O. G. A. tests was received from the Bloomsburg (Pennsylvania) State Teachers College. This is another teacher-training institution that has incorporated the GREGG WRITER and credentials' service in student supplies. After graduating, these student-teachers are fully equipped to enter any school that has made the GREGG WRITER and credentials a feature of its work and continue the work with credit and satisfaction to themselves and to the school.

PROVIDING each student of the class with different color paper made an interesting submission of Junior O. A. T. tests from St. Mary's High School for Girls at Waltham, Massachusetts. The examiners were compelled to put the tests under a microscope in order to determine the prize winner, however, because the same set-up was used by all. It occurs to us that in this instance the set-up might have been ordered by the teacher. In these tests it is a better idea to allow students to use their own initiative in arranging the copy, since that is what they will be required to do in the business office and the O. A. T. Membership award is given primarily in recognition of individual initiative and talent on the part of the typist.

If the typist is making flagrant errors, either in placement of the copy, in failure to clean the type or change the ribbon; if he is not stroking evenly, or there are typographical errors, he should seek the advice of the teacher to correct them. But, given this help, the typist usually enjoys the work more if he is allowed to use his own initiative and artistic ability in the typing of the test.

GRASP our hand, Miss Ryan! After reviewing hundreds and hundreds, countless numbers of O. A. T. specimens, we came upon a small club of Junior Tests from Fredericton High School, Fredericton, New Brunswick, the other day, and, believe us, to be able to sit back in our chairs and read the clear, crisp type without our eyeballs being pulled out of their sockets made us very grateful indeed!

O. A. T. specimens typed with a ribbon so badly worn and dry that impressions are too light to read are unsatisfactory and must be disqualified. If your typewriter ribbon is too worn for satisfactory imprint, and you cannot replace it, we suggest that you "borrow" a typewriter from some other student during the period in which you are to type the O. A. T. Test. Typewritten transcripts also should be made from a ribbon sufficiently inked to enable the examiners to read them. Using dry and worn-out ribbons beyond their period of usefulness only causes undue eye-strain, and should be avoided.

ST. MARY'S ACADEMY of Cristobal, Canal Zone, is producing a fine class of artistic typists. Out of a club of thirteen seniors applying for the O. A. T. Senior Certificate of Membership, three won the Gold O. A. T. Pin, in addition to the certificate, for the artistry, neatness, and accuracy of the specimens they submitted. They are Gloria de Castro, who also rates the class prize, Yolanda Barham, and Cecilia Ung.

A PARTICULARLY good Junior O. G. A. test was written by Mary Jane Blouch, a student in Elizabethtown College, Elizabethtown, Pennsylvania. There were other nice specimens in the club from this school, but we liked the fluency as well as good formation of the outlines in Miss Blouch's specimen.

Special mention should be given to the Membership tests submitted by the students of Miss Lillian E. Thompson, of the Santa Clara Union High School, Santa Clara, California. The fluency attained by these students was particularly noticeable in the papers submitted by Marie Giadone and Genevieve Silva, who merited the Honorable Mention gold pin in addition to the certificate award. Miss Giadone was also the club prize winner.

The sixteen Junior O. A. T. tests submitted by Miss Hilda Peterson, teacher in the Northern Business College, Bemidji, Minnesota, were not only arranged attractively but also typed with good, dark ribbons and an even touch. Keith Cameron was the club prize winner, and because of the fine test he submitted, he merited the Honorable Mention gold pin.

WE feel like recommending holding a candy sale or bazaar to raise the money for new ribbons for the typewriters on which some of the specimens we receive have been written. Probably, though, it is just a matter of getting a voucher from the office for a new ribbon, and Sally Lou doesn't want to mention this to the teacher because she will have to spoil her manicure in putting it on.

Ah, but in the business office Sally Lou is going to have one chalked up against her neatness and efficiency for shirking the ribbon-changing job, so she had better include this lowly task in her repertoire of stenographic skills.

Awards Made in the Teachers' Blackboard Test

Gold Medal

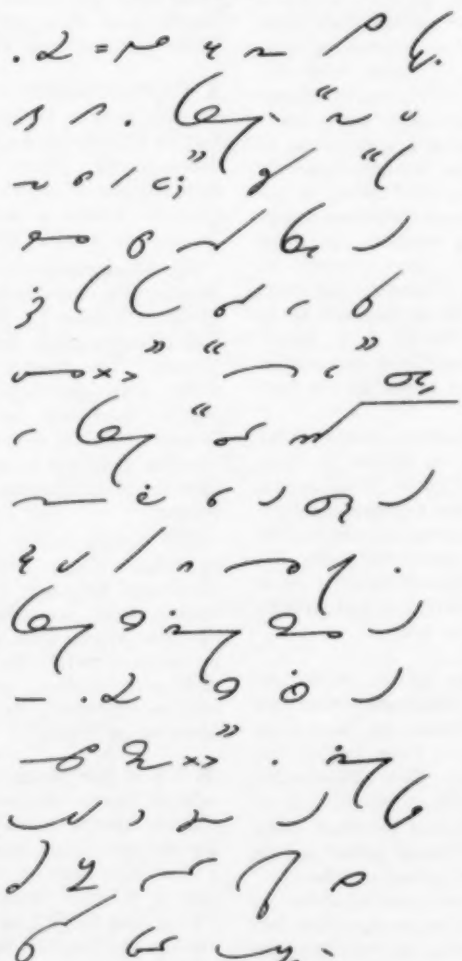
Esther Arndt, Interstate Business College, Fargo, North Dakota
Lucy Beck, Woodbury College, Los Angeles, California
Hilda F. Blackwell, Weyburn School of Commerce, Weyburn, Sask., Canada
Pauline Bloomquist, Gregg College, Chicago, Illinois
Marie Buys, Eastern High School, Washington, D. C.
Olive Pearl Clark, Pomona High School & Junior College, Pomona, California
Lilah Draxten, Northwest College of Commerce, Eau Claire, Wisconsin
Wilma S. Garner and Edythe D. Knauf, Pullman Free School of Manual Training, Chicago, Illinois
Mae M. Hanlon, Manchester High School, Manchester, Iowa
C. Jane Hawkins, El Paso Technical Institute, El Paso, Texas
Hetty E. Jackson, 72, Cavendish Avenue, New Malden, Surrey, England
Clare M. Louis, Township High School, Streator, Illinois
Edna May Paull, Lenzinger High School, Lawndale, California
Irene Joy Powers, Lawton High School, Lawton, Oklahoma
Eleanor M. Reavy, Mt. Pulaski Township High School, Mt. Pulaski, Illinois
Cecilia Agnes Rogers, Moody Secretarial School, New Britain, Connecticut
Lena H. Rohrer, Haverford High School, Upper Darby, Pennsylvania
Thetis Shepherd, George Washington High School, Danville, Virginia
Zeffie Stephenson, Modern Business College, Missoula, Montana
Alice Dorothy Smilanich, Barnes School of Commerce, Denver, Colorado
Earl A. Smith, Selby High School, Selby, South Dakota
Audra Tenney, University of Akron, Akron, Ohio
Eleanor Thomas, Hazel Park High School, Hazel Park, Michigan
Ebba Torell, Teachers College of Connecticut, New Britain, Connecticut
Cora B. Ullom, Senior High School, Springfield, Ohio
Esther H. Vanderlas, Nebraska State Teachers College, Chadron, Nebraska
Ruth C. Williams, Oklahoma Agricultural and Mechanical College, Stillwater, Oklahoma
Sister Mary Adalard, St. Mary's Academy, Alton, Iowa
Sister Mary of St. Andrew, House of the Good Shepherd, Wauwatosa, Wisconsin
Sister M. Clemens, Alvernia High School, Chicago, Illinois
Sister Mary Harold, St. Mary's Academy, Marshall, Texas
Sister M. Julia, St. John the Baptist High School, 4172 Delor Street, St. Louis, Missouri
Sister Marie-Perpetue, Saint Angela's Academy, Montreal, Quebec, Canada
Sister M. Johanna, St. Paul's School, Marion, Indiana
Sister Mary Carmella, St. Peter's Commercial High School, Newark, New Jersey

Silver Medal

Peggy H. Driskel, Woodbury College, Los Angeles, California
Ethel Watkins, Baldwin High School, Baldwin, Kansas
William Moore Wood, Wood's Evening Shorthand School, Kenmore, New York
Sister M. Barnaba, St. Joseph Academy, Pendleton, Oregon
Sister Marie Sylvio, St. Angela's Academy, Montreal, Quebec, Canada

Junior O. G. A. Test

The Fir and the Bramble



Sister M. Elfrida, St. Augustine High School, Chicago, Illinois
Sister Mary Gervase, St. Joseph High School, Wapakoneta, Ohio
Mary Eustania, Williams Memorial Institute, New London, Connecticut
Carol Marie Steward, Oklahoma Baptist University, Shawnee, Oklahoma

Gold Seal Certificate

L. W. Allen, Minneota High School, Minneota, Minnesota
Edith Isabel Andersen, Weyburn School of Commerce, Weyburn, Sask., Canada
Elizabeth Baker, Wesquahic High School, Newark, New Jersey
K. Ezra Bucher, Mechanicsburg High School, Mechanicsburg, Pennsylvania
Verna I. Crouch, Messiah Bible College, Grantham, Pennsylvania
Sadie E. Davis, Northeastern Business College, Portland, Maine
Jean E. Davison, Northwestern Business College, Chicago, Illinois
Elise F. Dodge, Evart, Michigan
Christine Donovan, 102 Pearl Street, Stoughton, Massachusetts
Mabel Dupuy, Draughon School of Business, Little Rock, Arkansas
Mrs. Juell Duren, Wellsville High School, Wellsville, Missouri
Katharine B. Eastburn, Washington High School, Princess Anne, Maryland
Donald A. Edwards, Potsdam High School, Potsdam, New York
Mrs. Dorothy H. England, Averill Park Central School, Averill Park, New York
Lottie F. Feeley, Huntington Park High School, Huntington Park, California
J. D. Fellows, Laurel High School, Laurel, Montana
Eldora Flint, The University of Akron, Akron, Ohio
Elsie Furman, Snead Junior College, Boaz, Alabama
Martha Foster, The University of Akron, Akron, Ohio
Jim Harris, Hartshorne High School, Hartshorne, Oklahoma
Irene E. Heaney, Grand Rapids Commercial College, Grand Rapids, Michigan
Isobel Heaton, Ridgway Community High School, Ridgway, Illinois
Catherine F. Keegan, Teachers College of Connecticut, New Britain, Connecticut
P. L. Kruger, South Point-Delta High School, South Point, Ohio
Janet Kryeski, Teachers College of Connecticut, New Britain, Connecticut

(Continued on page 464)

"ONLY A FEW OF US LEFT, NOW"

The experts cannot develop a young writer's skill by answering questions. He has to get down to gruelling practice for himself

Says CHARLES LEE SWEM
Official Reporter, New York Supreme Court

SOME years ago a story appeared in a popular magazine under the title, "There are Only a Few of Us Left, Now." When stripped of its romance, it was a story of a pair of young people who, in thought and manner, resembled so little the average youth of their period that even they themselves realized they were different. The difference consisted chiefly in their attitude toward life, their relationship to society and their surroundings. This pair was not obsessed with the notion that life *owed* them a living, or that the world was created expressly for their benefit and amusement. They had fixed notions of what they wanted to do, and they took a unique pride in going about the doing of it with an unusual singleness of purpose and with a minimum of help from anybody else. They were considered queer by their companions, but they took blithe consolation in the fact that others like Columbus and Galileo had been considered queer, and Sir Walter Raleigh was certainly an odd one when he ruined a perfectly good cloak simply to save the dainty feet of his queen from a little mud; and so, identifying themselves with all the "mad" pioneers of history, they said, "There are only a few of us left," and proceeded to the fulfillment of their destiny without asking quarter from anybody, without blaming the deity, their lot in life, or the social system of their time.

THIS story always comes to my mind at this time of the year, for this is the season when a great many young people who have been studying shorthand for the past year are faced with the necessity of making a decision as to what they are going to do in life. Many of them decide that they will become shorthand reporters. Naturally enough, they don't know how to go about it, but many of them get a remarkable inspiration. "I'll write Doctor Gregg—or Mr. Leslie—or Mr. Swem," they decide, "and he'll tell me the magic secret." Or they have an essay to write on the choice of a career and, choosing reporting, they write to Doctor Gregg, Mr. Leslie, or Mr. Swem, submitting a list of questions that will cover, if answered, the history of shorthand reporting from the days of Julius Caesar to Franklin Delano Roosevelt. Of course, theirs is a perfectly natural and reasonable way to get information—to ask for it. I am sure that Doctor Gregg and Mr. Leslie, being understanding educators, always answer all the questions in full, and sometimes when Mr. Swem is not too busy with his court work he, too, answers them, but he cannot help feeling that the advice he gives is not going to be heeded and that he is doing little service to the student in giving such easily acquired advice.

THE advice that Mr. Swem hands out is not exactly of the kind that the student expects to receive. It is usually bad medicine, with some candy coating on it, to be sure, but it is bitter nevertheless. The letter that the asker gets back is not half as long as was expected, because there is not much in honesty that can be said. For I have a very stubborn notion that all the asking and answering of questions will do little to help a person become a fast shorthand writer or reporter. The mere asker I have rarely found to have the stuff of which shorthand reporters are made. He is sincere in his asking and he is enthusiastic, and he may in time pick up a lot of useful information that may make him a brilliant success in other lines, but it won't make him a shorthand reporter. For shorthand speed, the basis of reporting ability, is a doer's art, and not an asker's.

NO competent reporter, no fast writer, ever yet acquired shorthand skill without doing it himself. He may have had the best instruction in the world or he may have had none at all, but the magic that came to his fingers, the ability to put down words as fast as they are uttered, never came from answers to questions; it came rather from the long hours of repetition work and dictation practice spent by the student himself. And they all had to do it: none of them was immune. The Dupraws, the Schneiders, the Pollmanns, and all of those who now top the reporting lists went through the same process. There is no other way in the world to acquire a skill such as reporting speed. In whatever other ways shorthand reporters differ, as all people do differ one from another in personal make-up and habit, there is one characteristic that is common to the reporting breed: they are all doers.

There is nothing mystic or impossible about it. I sometimes think the acquiring of reporting speed is a very easy skill to master. It requires neither great intelligence nor great learning. Unusual intelligence is no hindrance, however, and a college education will help, but neither is necessary. What is really necessary is ambition, the incentive, and the ability to do. It is this last quality that seems usually most lacking. In some lines of endeavor, I dare say, the clever student at times skips the doing to some extent—by asking questions, by boning up on ponies and by being the possessor of a good memory—but not in shorthand. I don't know of any acquirement in which the ratio between personal effort and accomplishment is more exact and scientific than it is in shorthand. Bright students may bluff their way through history, sociology, and even mathematics; lawyers may bluff successfully through a case about which they know little; doctors admittedly bluff every day in following the technique of the "bedside manner"; but there has never yet been a reporting examination passed by a bluff.

I DARE say ambition is but little different today than it was during the times of Columbus and Sir Walter Raleigh. There are always those who are just wishers, as opposed to the doers. Whether there are any more or any less of the latter left, I am sure I don't know. One prominent writer of today apparently thinks there are just as many doers as there ever were, but she thinks there is something else that is wrong. I quote from Dorothy Thompson, the columnist:

> Now, with all the talk of lack of opportunity, the cold fact is that there are more opportunities than there are young people willing to prepare themselves for them. I am not blaming the youth. I am blaming their educations.
>
> Every other day some young woman just out of college comes into my office and wants to "be a successful journalist." These very personable young women usually want "research" jobs. If one suggests that they start by clipping newspapers and learning how to keep files; by answering letters from people who want information or by tactfully answering telephones or typing copy, they answer that they have majored in English or history and this is not what they have been educated for. . . .
>
> Tell a young person that he had better count on four or five hard years of preparation after school for really satisfactory work, and he feels himself abused or exploited. The result is that all over the country there is a demand for people with skills and an inadequate supply of workers. . . .
>
> The beginning of training is in the attitude of individuals toward work; in respect for work and in the desire for perfection in work. The process of becoming skilled involves disciplines that unless they are gladly accepted as a means of increasing one's own skill and technique are drudgery. . . . And for the creation of happy, productive, and successful human beings something more is required than a sinecure job.

IF the fault is in education, as Miss Thompson believes, I am inclined to think that it is only because education today is attempting to assume too much of the burden that the student seems so willing to shirk. Certainly that is so in commercial education, insofar as it attempts to teach a skill such as high speed in shorthand. The technique of teaching shorthand and typing, from a pedagogical viewpoint, has made such tremendous strides forward in a generation that it is now so easy for a teacher to forget, and for the student ever to realize, that it is a skill that is being taught. For, after all, a skill is rarely ever imparted, but always acquired. With improved teaching methods and with an ever-growing mass of commercial teaching knowledge available, it would seem that the reporting profession would become swamped with new recruits. More and more are coming along, it is true, thanks to better teaching methods, but whatever tag they bear, as being produced by this method or that method, scratch the skin and underneath you will discover they are all of the same breed. They are the doers.

And if they are never too plentiful in any generation, it is probably not an educational matter at all, but a simple natural phenomenon. In any group, after you have weeded out the askers and the wishers, and you begin to look around for the reporting material, you will always find—

"There are only a few of us left."

Key to Jury Charge—III

Written by Charles Lee Swem

In an Action on Double Indemnity

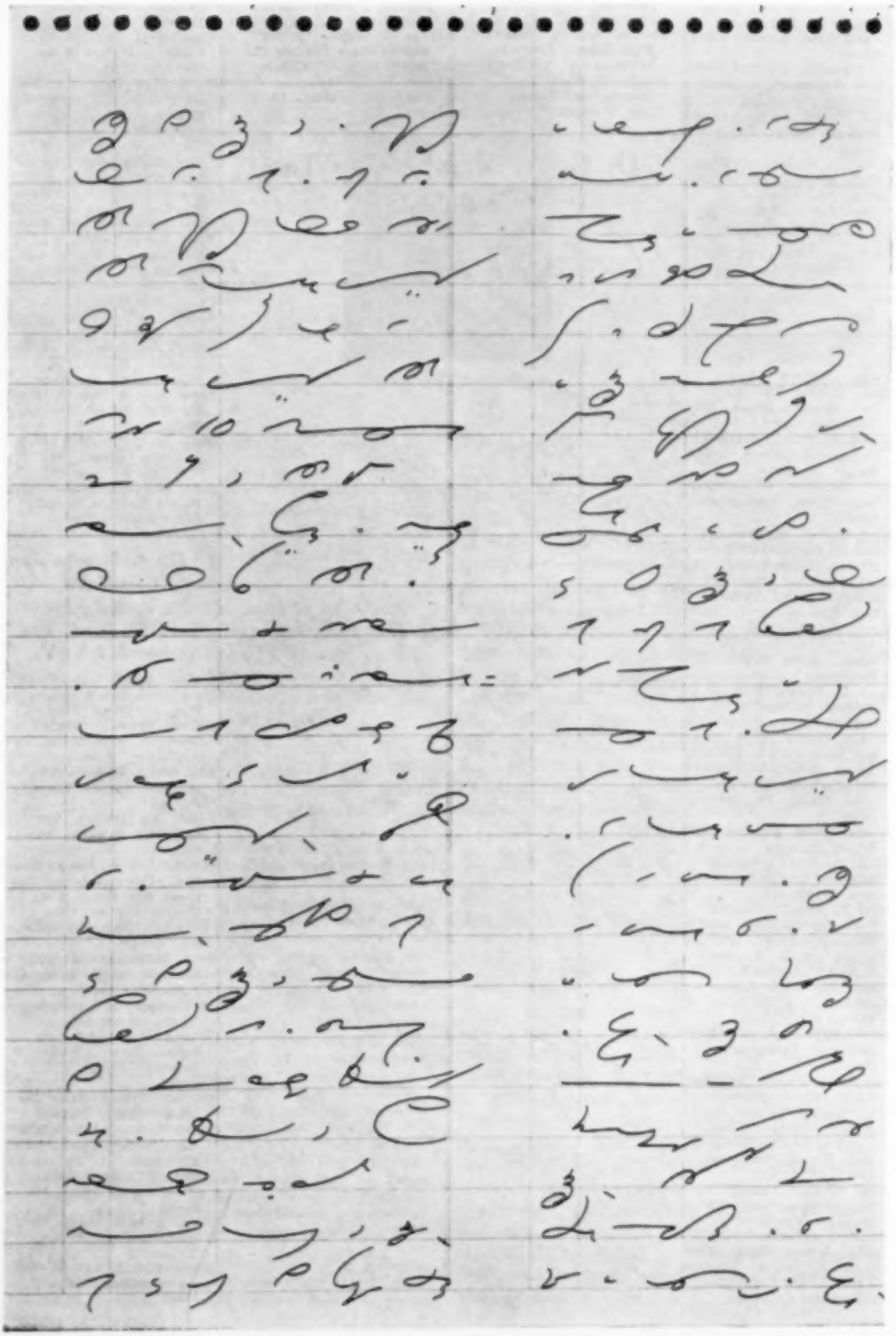
(Continued from the April issue)

They say that suicide is a comparatively rare thing, it is an unusual thing, that it is comparatively rarely committed, that it is contrary to the laws of God as Western Civilization regards the laws of God, that it is contrary to the Ten Commandments, one of which is "Thou shalt not kill." Hebrews and Christians alike believe that it is a mortal sin to kill, and that the man who kills—well, it is hardly necessary to say what he receives at the hands of Almighty God. He dies with a mortal sin on his soul. In addition to that, the plaintiff says that suicide is naturally abhorrent to a human being, that from earliest childhood, as soon as a child is able to realize anything, he wants to live—life is sweet. The plaintiff says therefore that by reason of the sanctions of religion and the sanctions of law and the natural impulses of mankind you ought to hesitate very long before you find anybody guilty of suicide unless you have direct positive evidence of it. In response to that, the defendant admits all of that and says, "Yes, suicide is rare; it is unusual; it is abhorrent to the impulses of man; it is a violation of the laws of God and the laws of man, but it occurs," and they say it occurs with a state of regular frequency and proportion. We see how men in desperation for one reason or another do commit suicide. They do it from various motives and with a sort of regularity and proportion.

ALL of us at one time or another are victims of frustrations, but only fools surrender to them. A frustration is like a sand trap on a golf course, something that tests one's skill.—*Linotype News.*

Charge to the Jury—III

Notes written by Charles Lee Swem



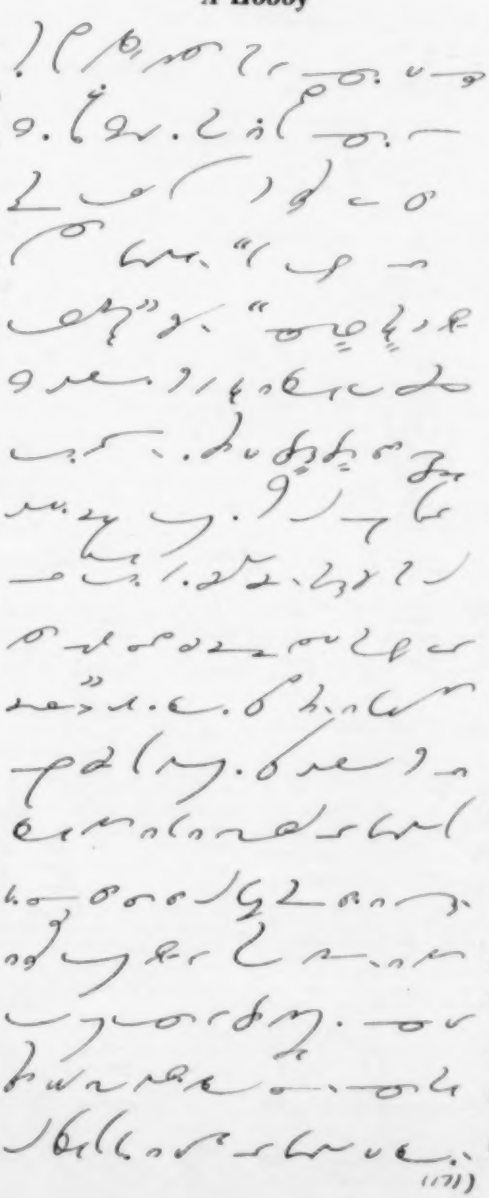
Awards Made in the Teachers' Blackboard Test

(Continued from page 460)

Jeanette Kuhn, Eastern Illinois State Teachers College, Charleston, Illinois
Dorabel Kyte, Armour, South Dakota
D. Lindvall, Teachers College of Connecticut, New Britain, Connecticut
Anna Parker Long, Paynter Business College, Salisbury, Maryland
Lydia S. Mathewson, Woodmere High School, Woodmere, New York
Velma Mayne, Shinnston High School, Shinnston, West Virginia
Effie Sue McAmis, Carthage High School, Carthage, Missouri
Mrs. Lois McGriff, Marsh Business College, Atlanta, Georgia
Elizabeth McNaull, Worth Business College, Fayetteville, North Carolina
Grace Nickson, The North Park Business School, Buffalo, New York
Robert O. Nunn, Heaney's Commercial College, Grand Rapids, Michigan
Mary Oliphant, Rushsylvania High School, Rushsylvania, Ohio
Mary Ostrof, Teachers College of Connecticut, New Britain, Connecticut
Mary Panettieri, Peekskill Business School, Peekskill, New York
James Vander Ploeg, Grand Rapids Christian High School, Grand Rapids, Michigan
Mary E. Powers, McIntosh Business College, Dover, New Hampshire
Dorothy Fern Provines, Eastern Illinois State Teachers College, Charleston, Illinois
Hazel Rayburn, Fruitland High School, Fruitland, Idaho
Wilma Reneau, Florence High School, Florence, Colorado
Alice Roberson, Draughon School of Business, Little Rock, Arkansas
Mary F. Ross, Huntington Park Evening High School, Huntington Park, California
Marjorie Schuch, Eastern Illinois State Teachers College, Charleston, Illinois
Lucy Self, The University of Akron, Akron, Ohio
Amy Louise Shaw, The University of Akron, Akron, Ohio
Don Smith, Perkins Co. High School, Grant, Nebraska
Doris Smith, Wapella High School, Wapella, Illinois
Mary Flo Smith, Northwood High School, Northwood, Iowa
Kenn Streibig, Teachers College of Connecticut, New Britain, Connecticut
Elizabeth Swisher, Butler High School, Butler, Ohio
Marcia A. Tikiob, Surprise Valley Union High School, Cedarville, California
Jalva Vale, Lansing Secretarial School, Lansing, Michigan
Patricia Verdier, Charlotte High School, Charlotte, Michigan
Dorothy Whitlock, Eastern Illinois State Teachers College, Charleston, Illinois
Mrs. Katherine W. Williams, Paynter Business College, Salisbury, Maryland
James H. Wyeth, Eastern Illinois State Teachers College, Charleston, Illinois
Sister Marie Catherine, St. Mary High School, Akron, Ohio

O. G. A. Membership Test

A Hobby



Mother M. Cecilia, Ursuline Academy, Wilmington, Delaware
Sister Mary Cyril, Nativity Commercial High School, Detroit, Michigan
Sister Mary Dorita, McDonell Memorial High School, Chippewa Falls, Wisconsin
Sister Mary Evina, St. Boniface Commercial School, Philadelphia, Pennsylvania
Sister Ann Jeannette, Girls Central High School, Butte, Montana
Sister Mary Jude, St. Boniface Commercial School, Philadelphia, Pennsylvania
Sister M. Leo, The University of Akron, Akron, Ohio
Sister Mary Liguori, St. Mary Dominican College, New Orleans, Louisiana
Sister Zita Marie, St. Agnes Academy, Kansas City, Missouri
Sister M. Ann Patricia, Rosary High School, Detroit, Michigan
Sister Mary Perpetua, St. Catharine School, New York, N. Y.
Sister Joseph Theophile, St. Mary's Training School, Des Plaines, Illinois

O. G. A. Membership Certificate and Gold O. G. A. Pin Awarded Each

Elaine Burdett, Point Pleasant High School, Point Pleasant, West Virginia
Dorothy Drennan, Hittle Township High School, Armington, Illinois
Lula Gatlin, Tucson Private Business School, Tucson, Arizona
Betty Jane Hazlett, The University of Akron, Akron, Ohio
Dorothy Hensen, Charles Jenkins, Helen Kresin, Jack Monts and Emily Witt, Eastern Illinois State Teachers College, Charleston, Illinois
Ruby Kachelman, Larimore Business School, Florence, Alabama
M. Loudon, The University of Akron, Akron, Ohio
Frances R. Starkey, Northwestern Junior College and Academy, Orange City, Iowa
Harriette Tullock, Baker High School, Baker, Montana
Ethel Wilhelm, Lincoln Park High School, Lincoln Park, Michigan
Doretta Williams, Naper High School, Naper, Nebraska
Sister Isabelle Marie, Marymount College, Salina, Kansas
Sister Jose Maria, St. Teresa's Academy, Boise, Idaho

WHO'S WHO IN SHORTHAND SPEED

We Diamond Medalists Three, introduced by EXAMINER A. A. BOWLE

Alice Collins

Albert J. L. LaFrance

Phyllis J. Garrett

THEY were all studying at Strayer's College, Washington, D. C., and like so many residents of the Nation's Capital, they hail from distant places: Miss Alice Collins from Iowa; Mr. Albert J. L. LaFrance from Maine; and Miss Phyllis J. Garrett from Nebraska.

Each of them holds a position as Hearing Reporter in the U. S. Department of Labor, Wage and Hours Division, and now each is the recipient of the Gregg Diamond Medal awarded for writing 200 words a minute and accurately transcribing this difficult test.

THEY were all elated at their achievement and, as a happy trio, sent me the following letter, which I think is worth your reading.

We want to thank you for the much coveted Diamond Medals. They are indeed beautiful and we are very proud of them.

We thought you might be interested to know how it happened that the three of us received them at the same time—or very nearly didn't! The week of the test we had started reporting a public hearing requiring a daily transcript and were working until three or four o'clock in the morning. You can imagine our consternation when, for the first time that week, a night session was scheduled for the night the test was to be given. Since we had been so closely associated before, none of us wanted very much to stay behind, reporting, while the others took the test which we all had hopes of passing. We didn't know what to do. That evening, the three of us went to the Section Chief and dolefully explained our position. He very kindly offered to help us out, so we were able to take the test together. After that incident we were pleased that we were able to reward our Chief by qualifying as Diamond Medalists—which means that now his entire reporting force (the three of us) is composed of Diamond Medalists!

The fact that we work together and have been going to school together has resulted in shorthand being as much a hobby with us as it is our means of earning a livelihood. It tends to keep our interest up to a high level at all times and will result, we are sure, in still greater efficiency in the pursuit of our vocation.

THE TIMES-HERALD of Washington sent along a cameraman, so the smiling three adorned the Sunday editions in a double-column story. In part, it read:

"Three 200-word Diamond Medals have been awarded to Strayer students by the Gregg Publishing Company, according to an announcement by E. S. Donoho, president of the college. The medals were awarded to Phyllis Garrett, Alice Collins, and Albert J. L. LaFrance, who have been trained in the evening session court reporting classes by C. J. Crouch, senior shorthand instructor.

"This accomplishment is particularly outstanding when the fact is considered that only four of these awards ever have been made in the city of Washington since Gregg shorthand was introduced about 25 years ago!

"MISS Collins is a native of Waukon, Iowa, where she finished high school and junior college and later taught school. She also attended Gregg College in Chicago, but rarely wrote shorthand until she entered the court reporting class at Strayer's.

"Miss Garrett's home is in Nebraska City, Nebraska, where she attended both grade and high school. She served as secretary in a law office for two and one-half years before entering the Government service.

Mr. LaFrance was born in Norway, Maine. Following graduation from a commercial high school, he secured a clerical-stenographic position in a small office, and later entered the Government service.

"The medals will be officially presented to the winners by Mr. Donoho at the Strayer Honor Society banquet at the Mayflower Hotel on Tuesday, February 20."

FURTHER interesting comment on their "questionnaires" elicits the information that Miss Collins is a Certified Shorthand Reporter, having passed the examination in Iowa.

From Mr. LaFrance we learn that he has had quite a varied stenographic experience and soon after high school graduation attended the Department of Agriculture Graduate School, where he first earned his 120-word award.

Miss Garrett says that her interest in rapid writing was first whetted by Mr. E. Glenn Woodbury, one of the finest Gregg reporters in the West.

Our congratulations to the trio—they have arrived!

As I See It

"Don't be too ready to leave the other fellow in a hole. Some day he may be in a position to pull you out of a bigger one."—*Management Information*

Check-up for Efficiency

By MABEL WORTH

ONE need not wait for New Year's or any other special date on the calendar to make a good resolution. If anything needs doing, let's do it now.

Most of us in the business world need to check up on ourselves quite frequently.

And so, may I ask, how's your equipment?

A well-known business efficiency expert has said that recent surveys in companies employing large numbers of workers indicate that output and performance have been slowed down in some cases as much as fifteen per cent by poor equipment.

For example, it was reported that pencils with too hard or too soft a lead lessen the efficiency of the user from three to five per cent. You can draw your own conclusions about the importance of a suitable stenographic point for your fountain pen.

And did you ever give about ten minutes' thought and planning to making your desk and working surfaces as efficient as possible? Surprising, how much time can be saved and effort lessened by shifting things around a bit; placing equipment in a position easier to operate.

If you are left-handed, is your desk arranged to accommodate your movements?

Only little things, but—"trifles make perfection, and perfection is no trifle."

Put a Stopper Between Thine Ears

Even as ARTHUR G. SKEELES *Sayeth*

DOTH it sometimes happen that what the teacher says "goeth in one ear and out the other"?

Perchance this cometh about because there is nothing to stop it.

For verily, there is nothing in the ear to stop words. Rather, the ear hath done its duty when it maketh possible the entrance of words to the brain.

And if there be nothing between the ears to stop words, then words will not be stopped. For no word stoppeth after it passeth the ear unless there be something to stop it.

WHAT then? Is the ear utterly unprofitable?

Nay, verily. The ear is profitable to the brain; but the brain may be unprofitable. And when the brain is unprofitable, the ear profiteth nothing.

Put then between thine ears a stopper for words; and not for words only, but for ideas.

BUT what will stop ideas?

Nothing but ideas. If thou knowest nought of Latin, then thou canst remember the words *brevis manus* for but a moment; but if thou knowest even a little Latin these words will remind thee of shorthand.

And if thou knowest no shorthand, then *disjoined-kay kay* will not suggest to thee *contract;* but if thou knowest even a little shorthand, it may remind thee of *bridge.*

FILL, then, the space between thine ears with ideas of shorthand; for the circles will surround other outlines; the strokes will help thee to overcome difficult outlines; the pothooks will serve to ensnare other outlines; and all that thou knowest will enable thee to learn the faster.

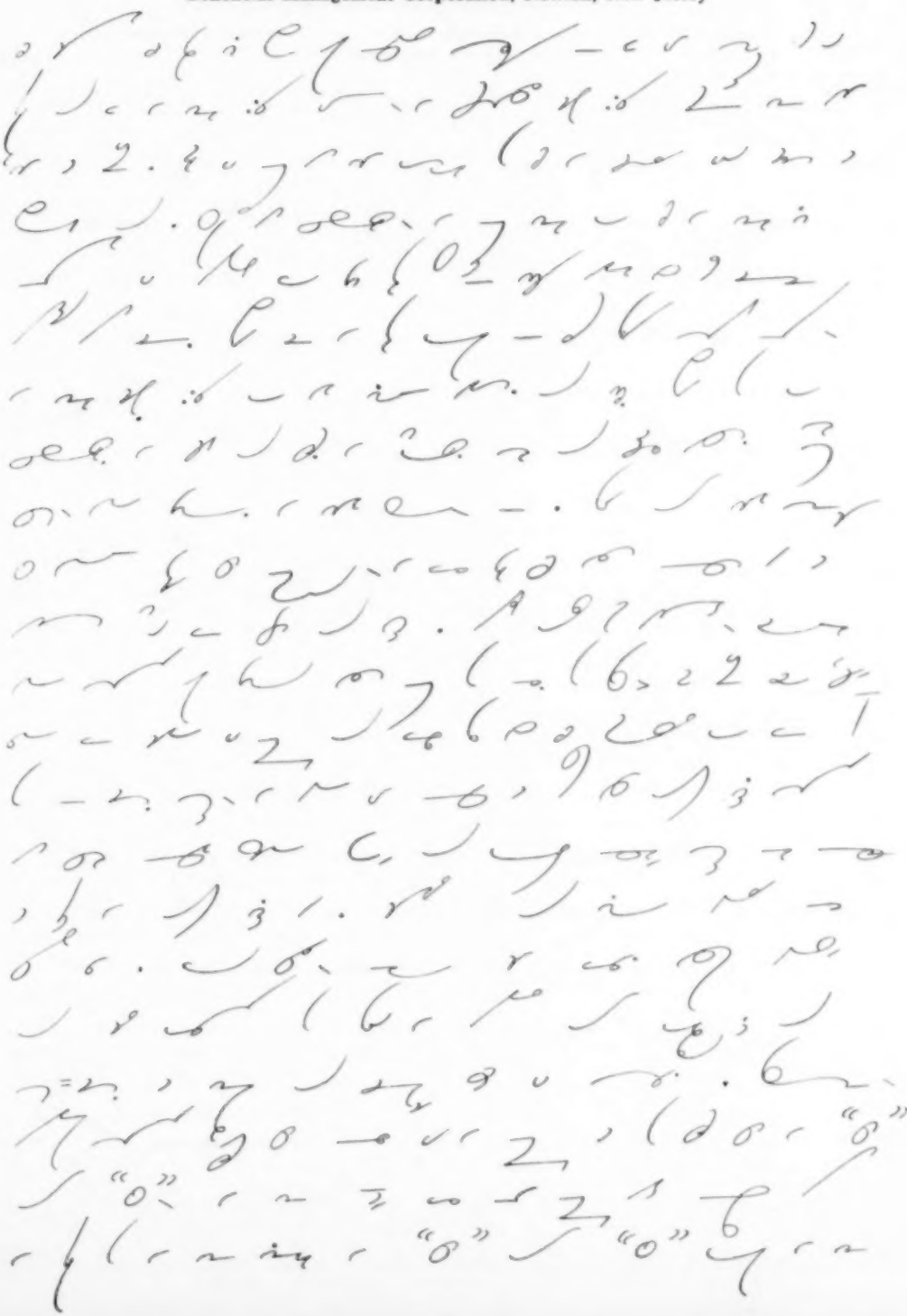
For verily, "Them as has, gits"; and to him that hath shall be given; and from him that hath not shall be taken away even that which he hath.

And if thou dost not believe this, consider the effect of the summer vacation upon good students, and upon bad.

Are You Prepared?

By ADELINE MAUS

Beneficial Management Corporation, Newark, New Jersey

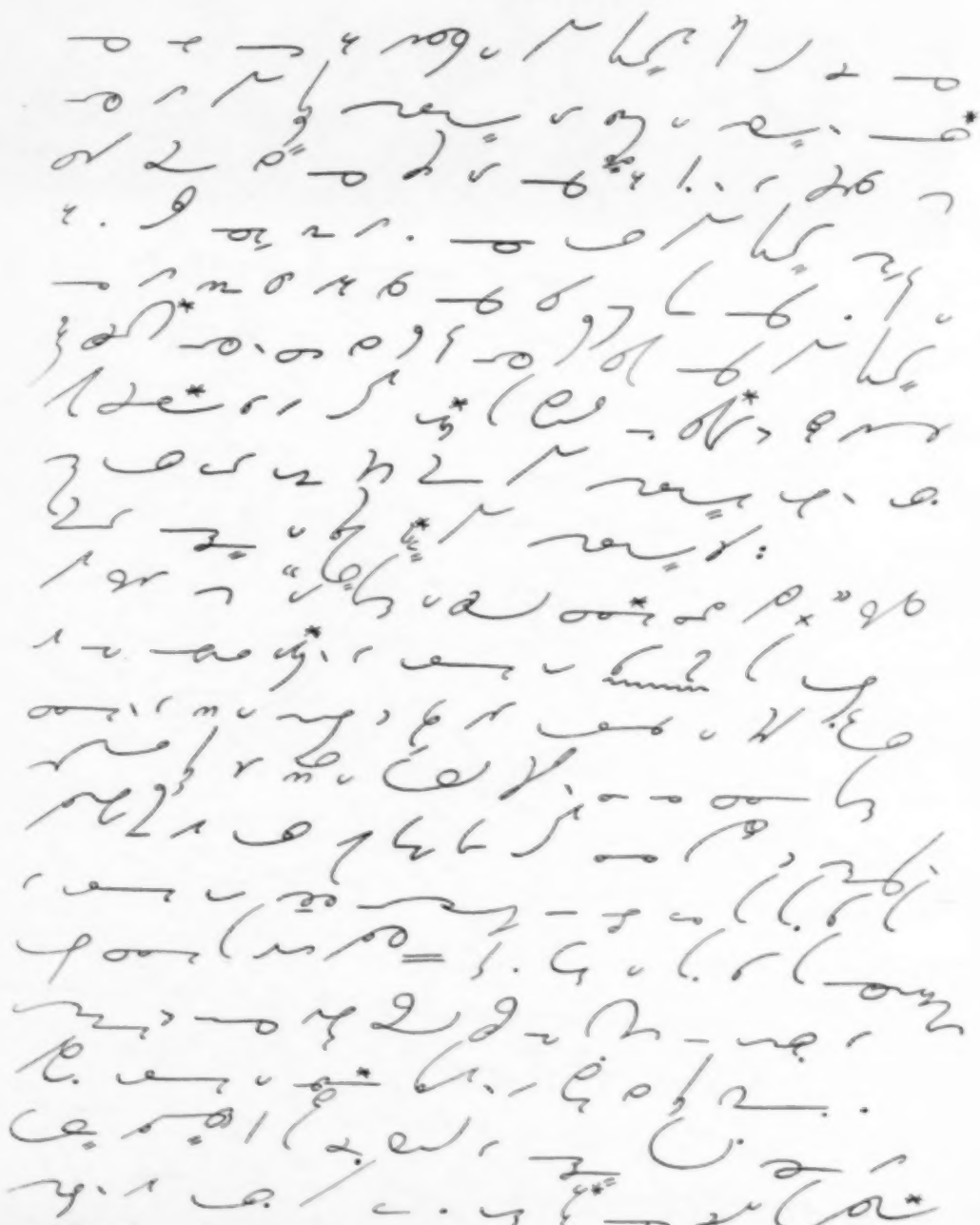


What Becomes of WORLD'S WILD ANIMALS When They Die?

By HUGH A. STUDDERT KENNEDY

Annotated for readers who have completed only the first eight Chapters of the Manual

(Continued from the April issue)



* *Meanwhile exhaustive scientific familiar results had been done Vertebrate Zoology animals whatsoever numerous opposite doubtless*

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What Becomes of WORLD'S WILD ANIMALS When They Die?

By HUGH A. STUDDERT KENNEDY

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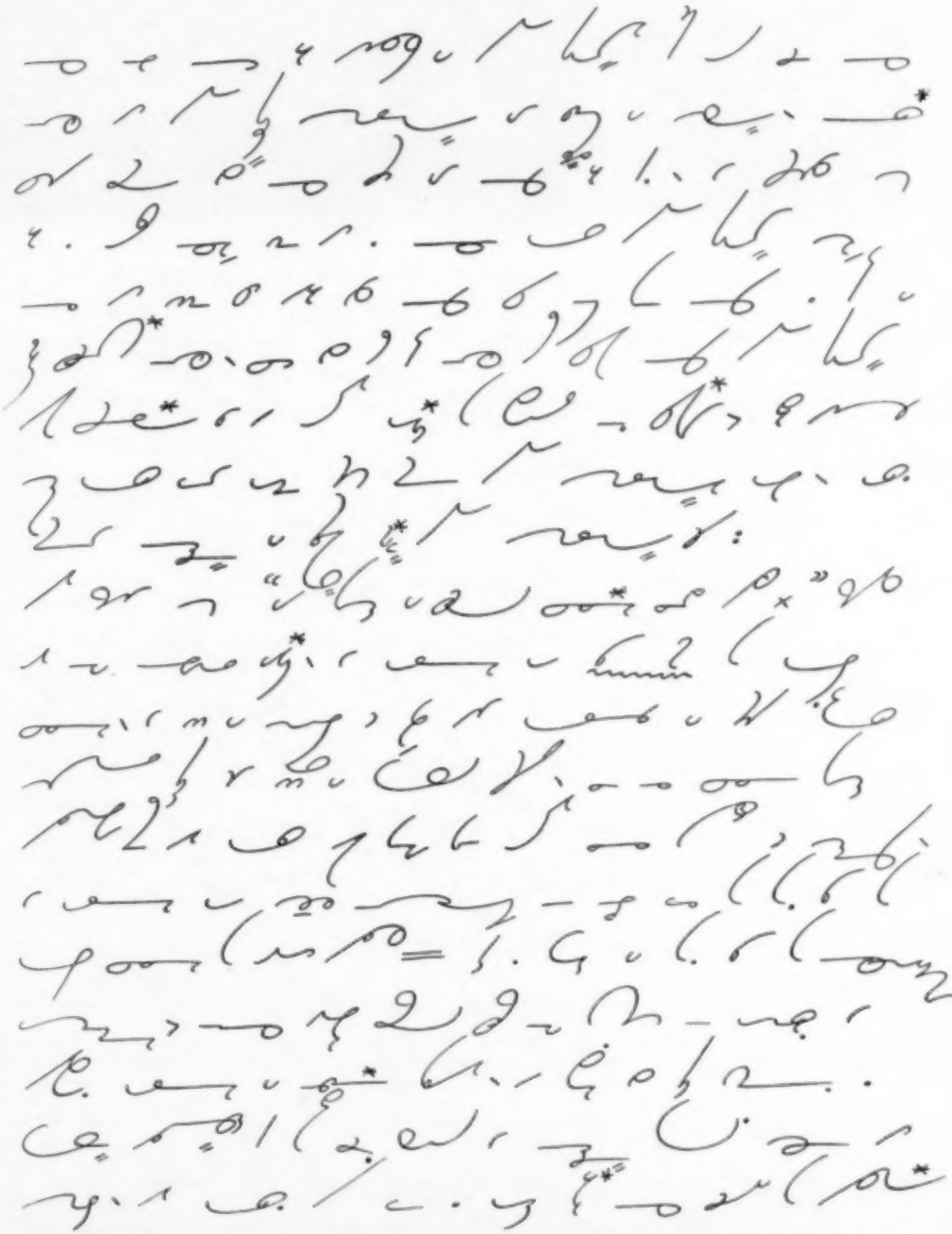

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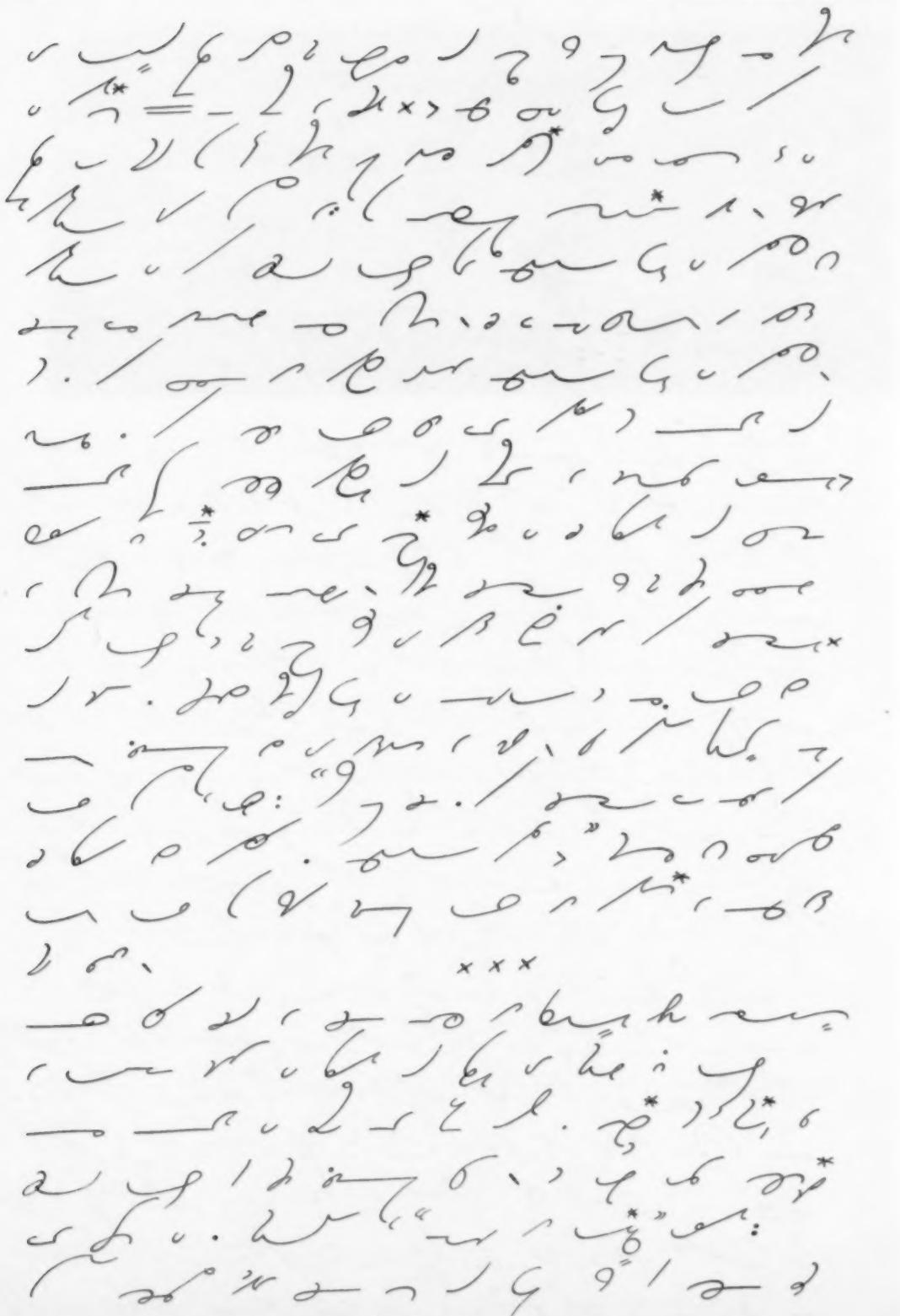
disposes New York's protected clouds streets



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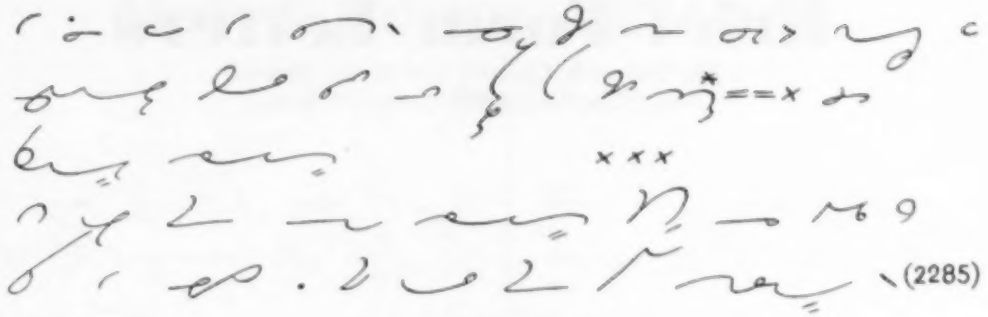

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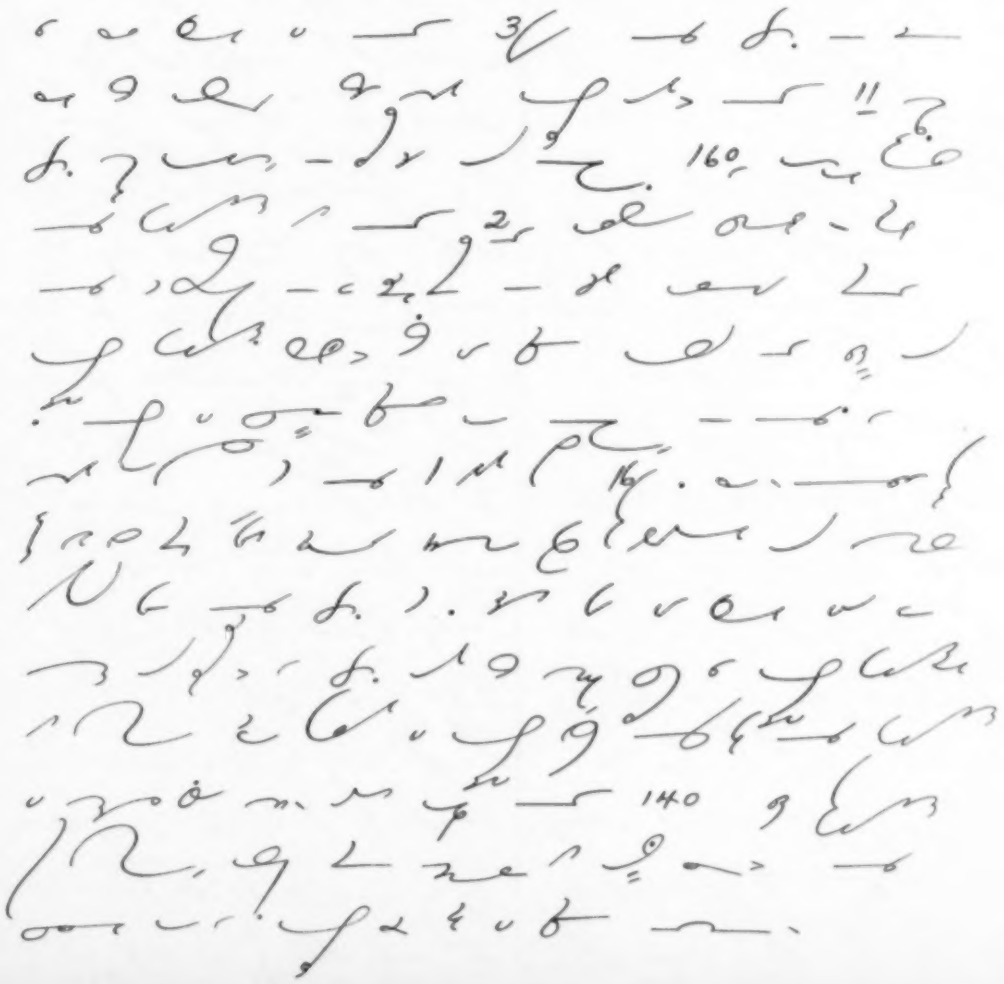
* conclusions

(To be continued next month)

The Meat Packing Industry

A Few Simple Facts

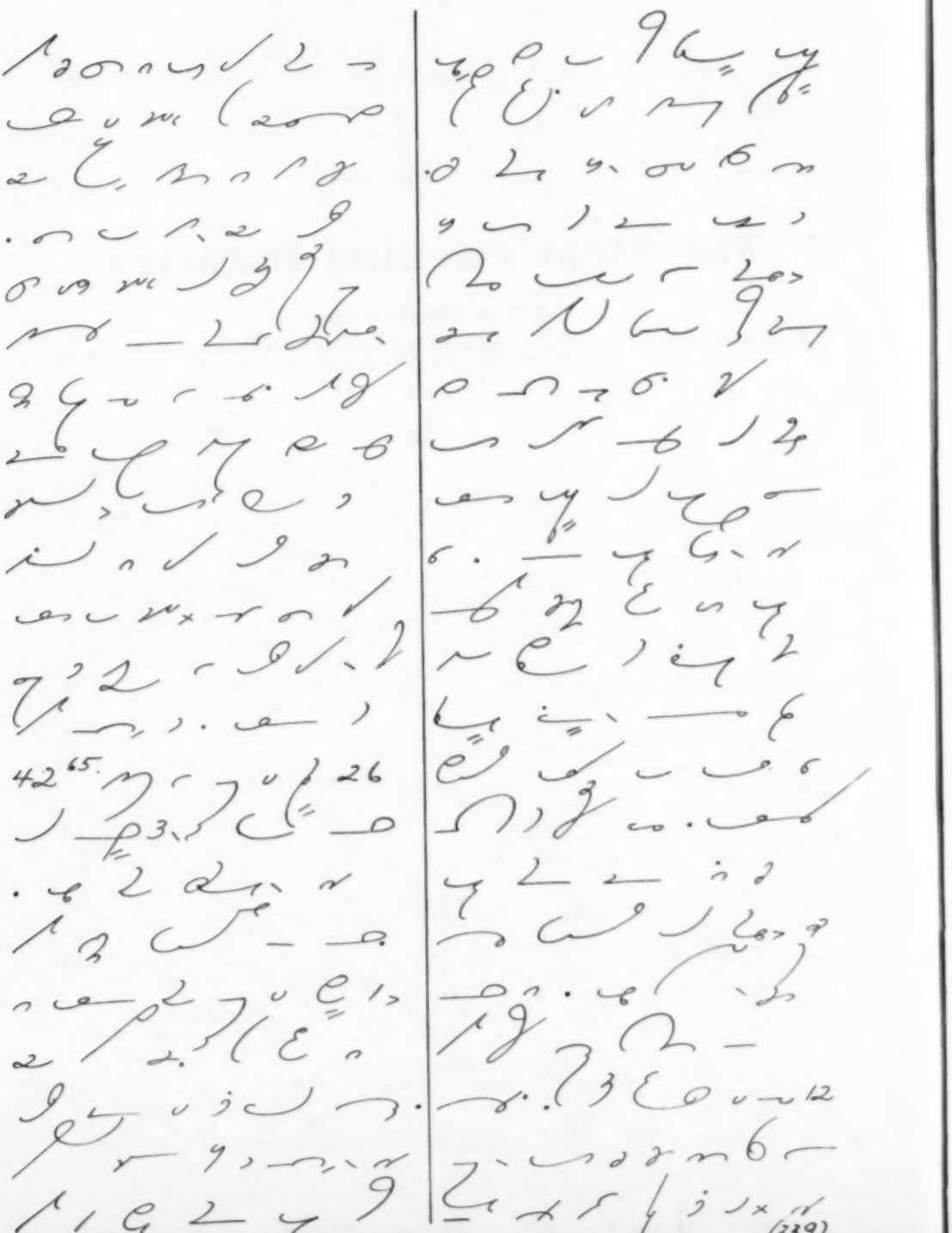
Reprinted by permission from a series of advertisements published by the Bank of New York in the New York City newspapers and the leading national magazines



Brief-Form Letters

For Use with Chapter Six of the Manual

From "Brief-Form Drills" by Edith V. Bisbee



Brief-Form Letters

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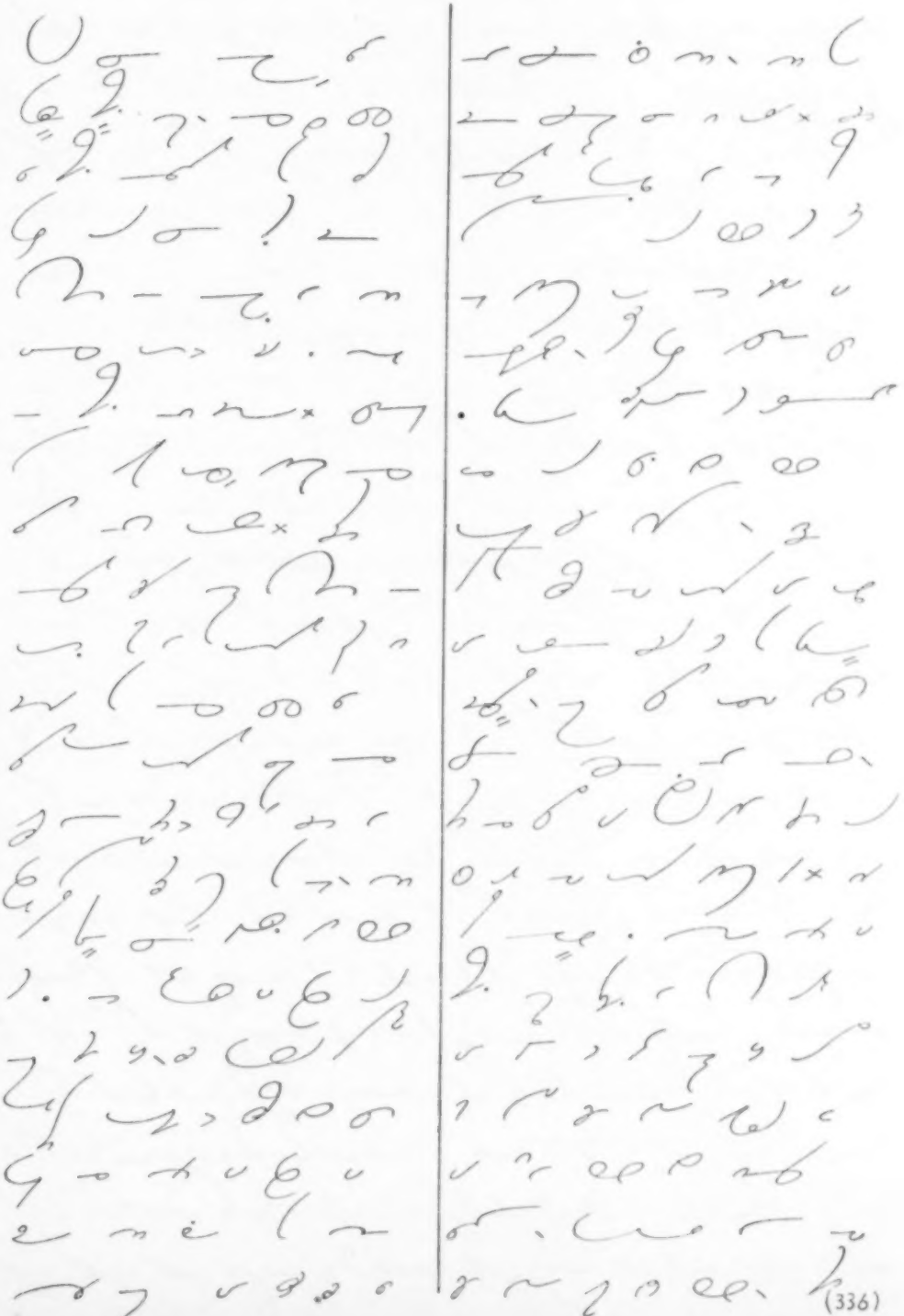
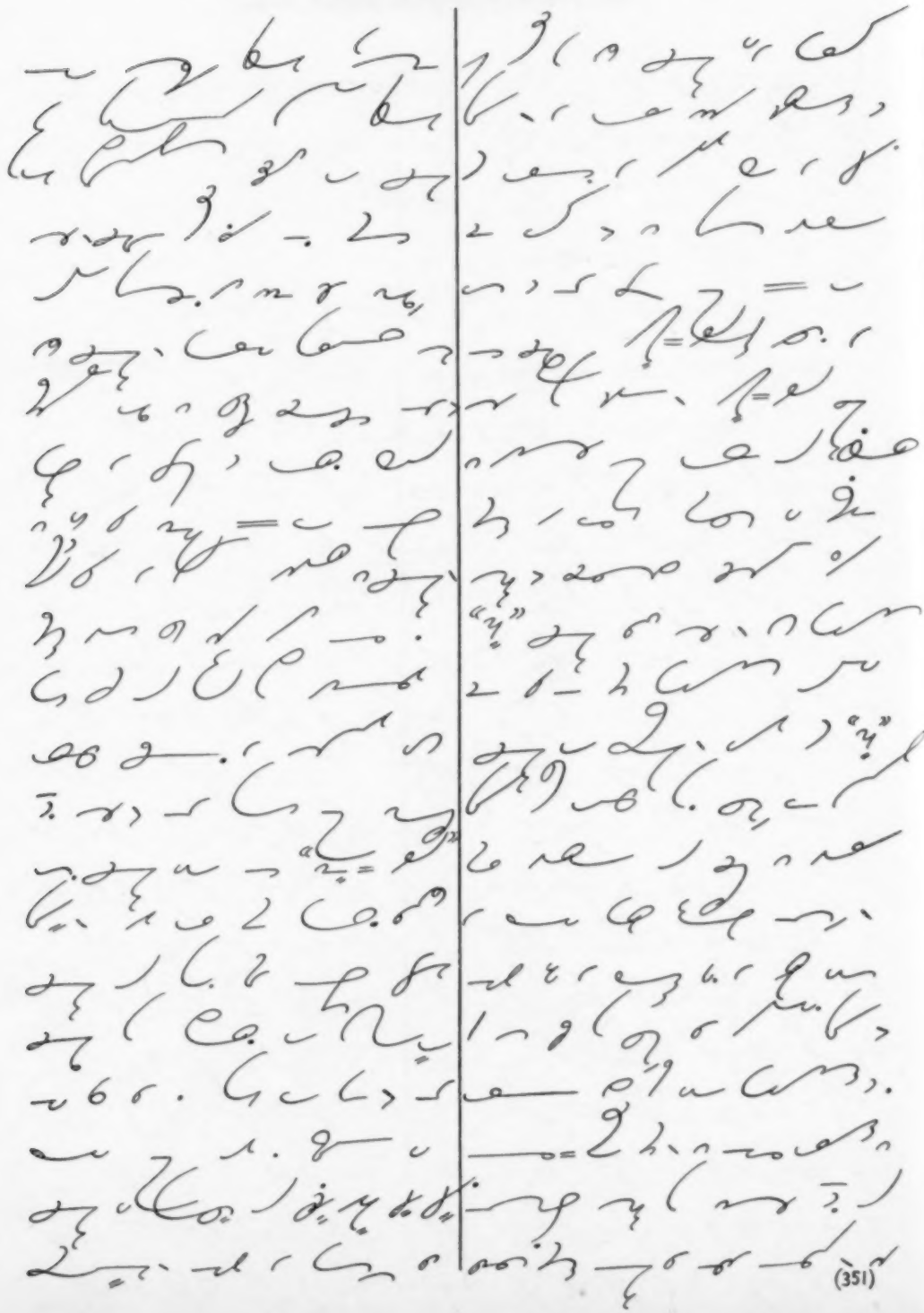


Actual Business Letters

To Publishers



To a Reindeer Round-Up

From "Petticoat Vagabond Among the Nomads"

By **NEILL JAMES**

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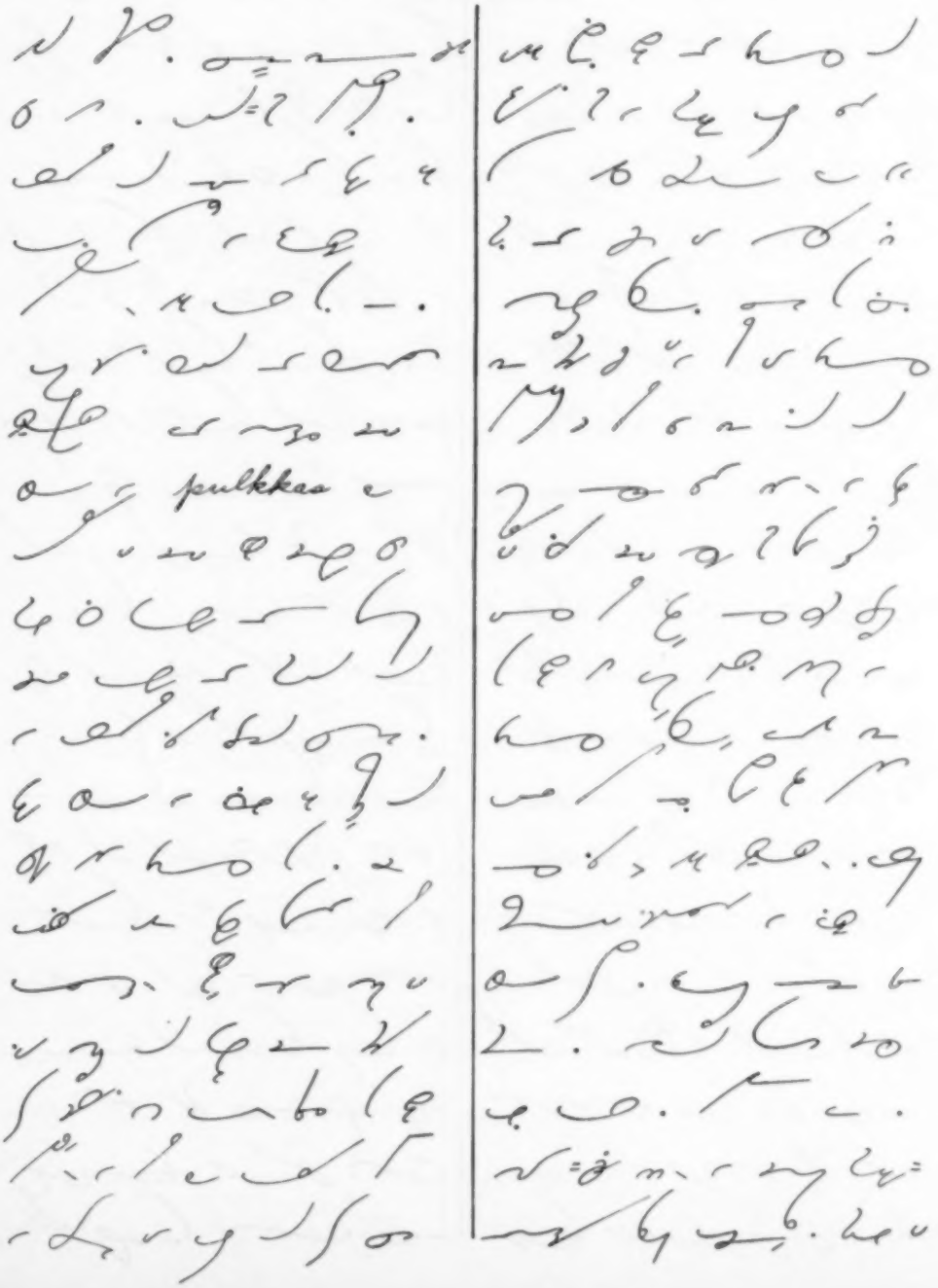
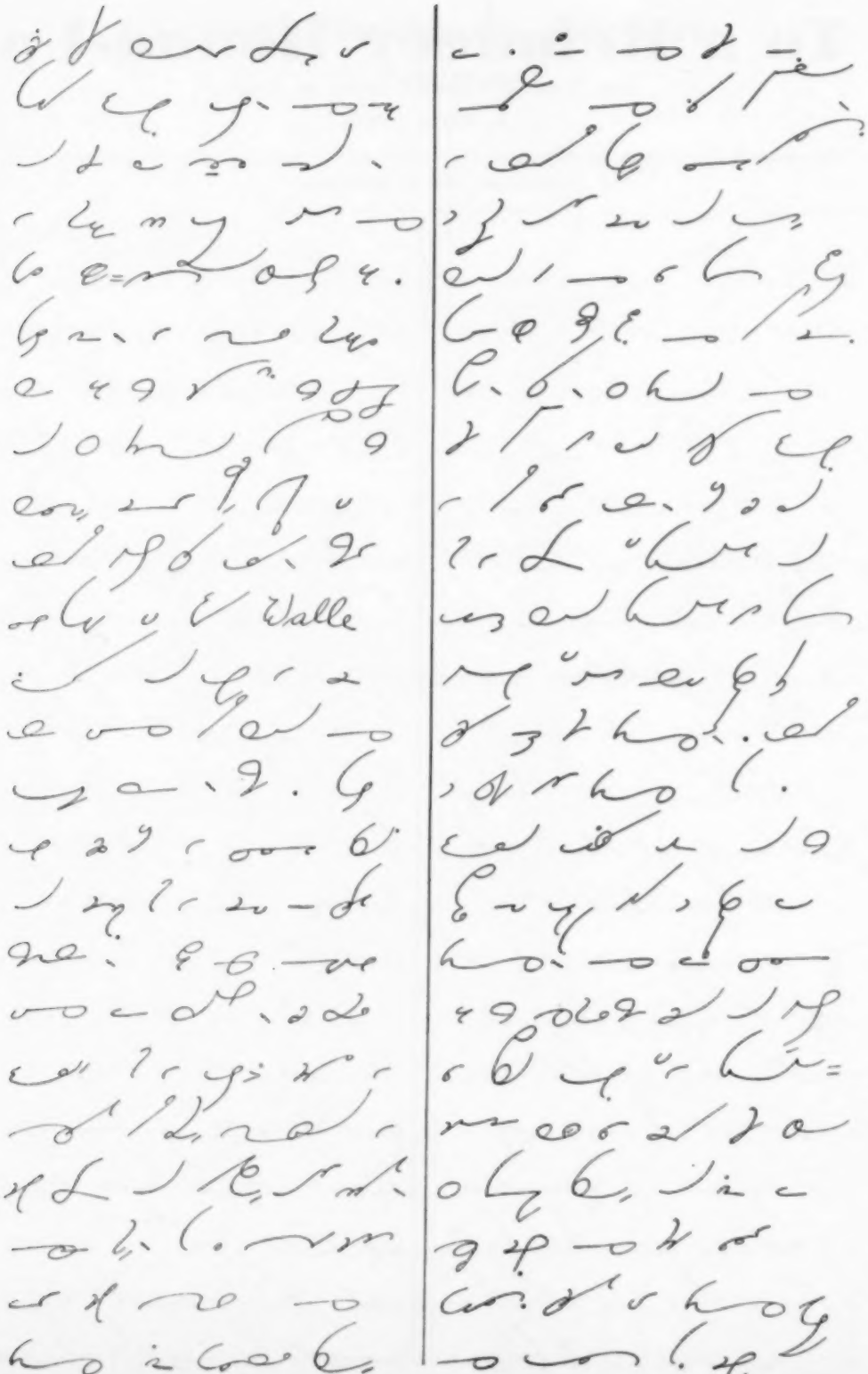
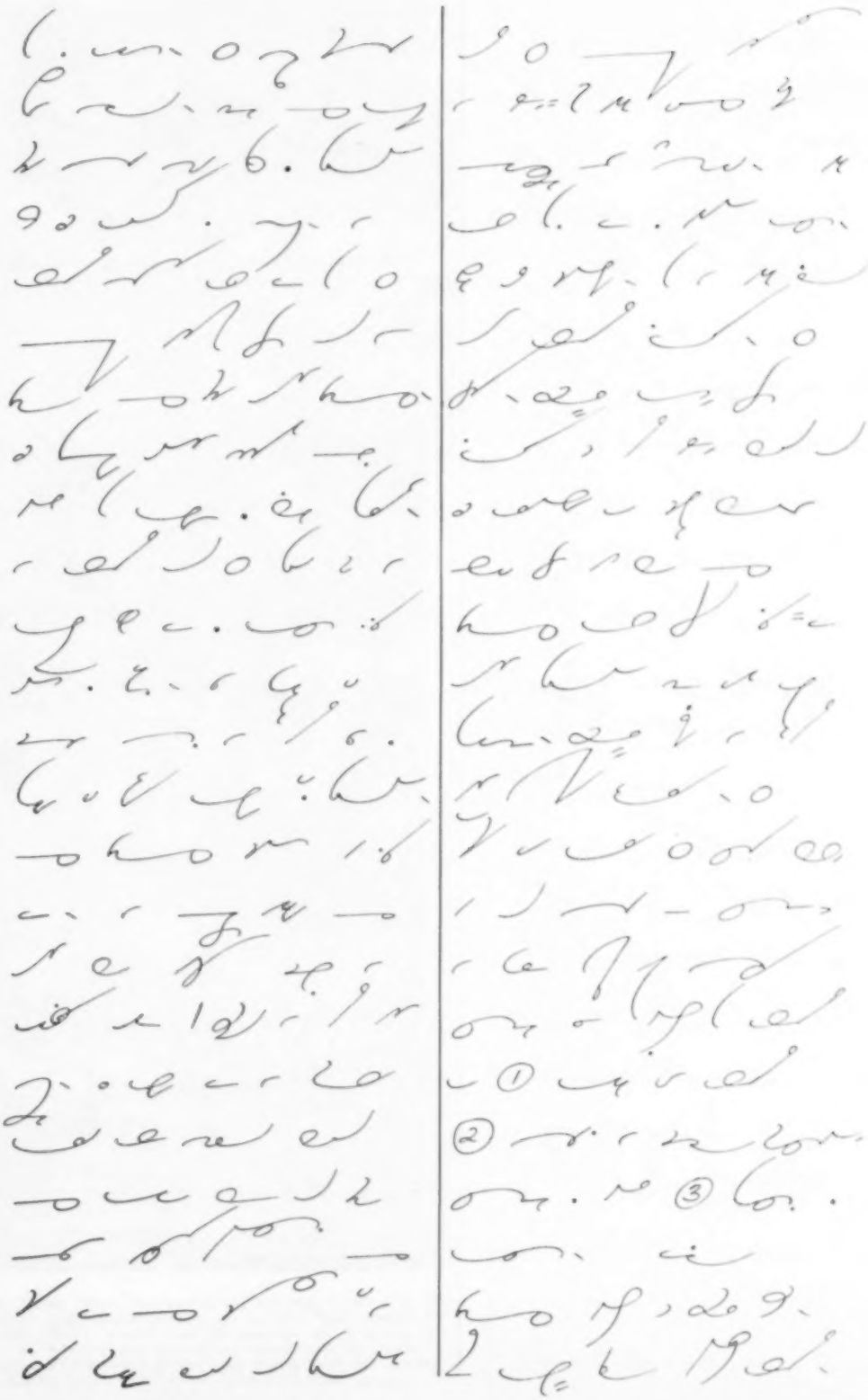
(Copyright, 1939, by Neill James)

(Continued from the April issue)



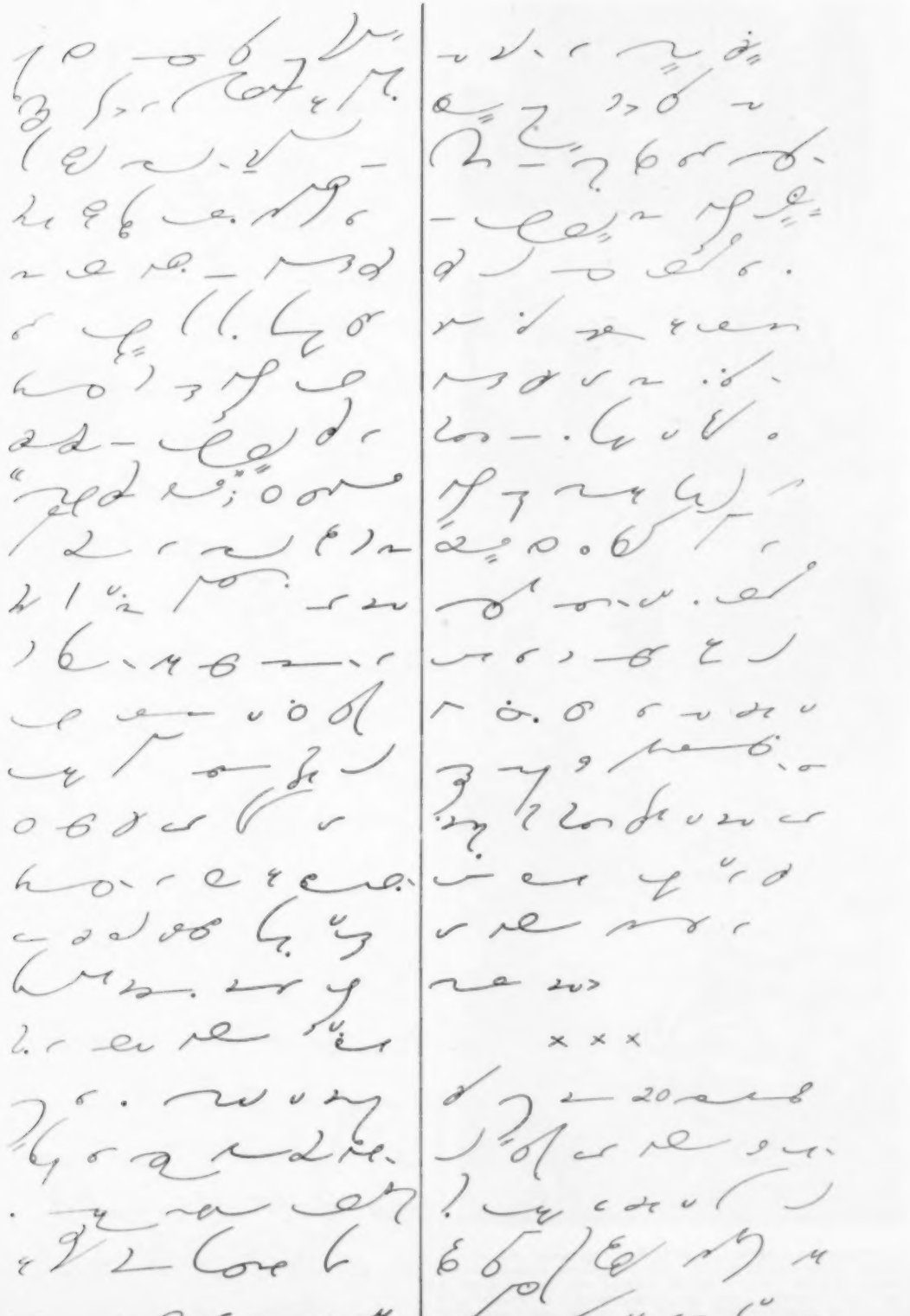


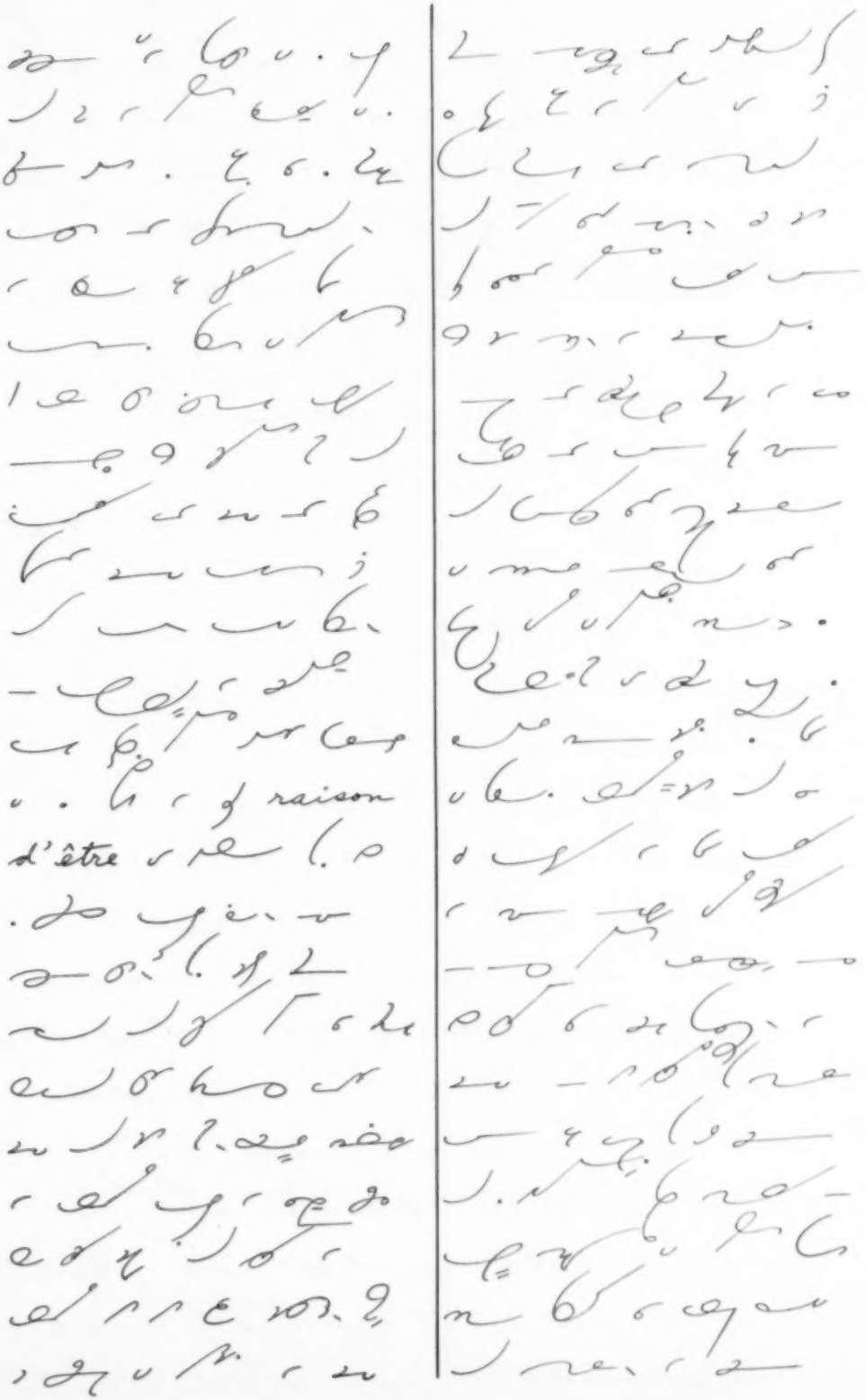


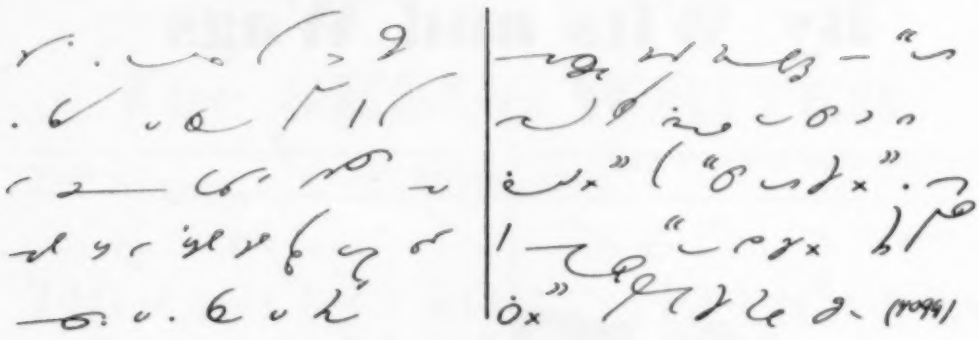
Miss James supplied the picture of herself (center) tetherin Finnish post card at the bottom, which shows three Lap presented by courtesy of the Finnish Travel Informatio home, as Miss James did on the second leg of her journey and the Four Winds cap), and a close-up of a young lad leggings and moccasins—son of the house, perhaps, whe

PRINT IN BINDING

her reindeer to a sapling at their first rest stop; also the travelers journeying by pulkha. The other three pictures are Bureau, showing (top) a pulkha starting out from a Lapp a well-to-do traveler (note the lasso around his shoulders, typical Lapp costume—Four Winds cap, jerkin, and reindeer the travelers stopped enroute to the Round-up.



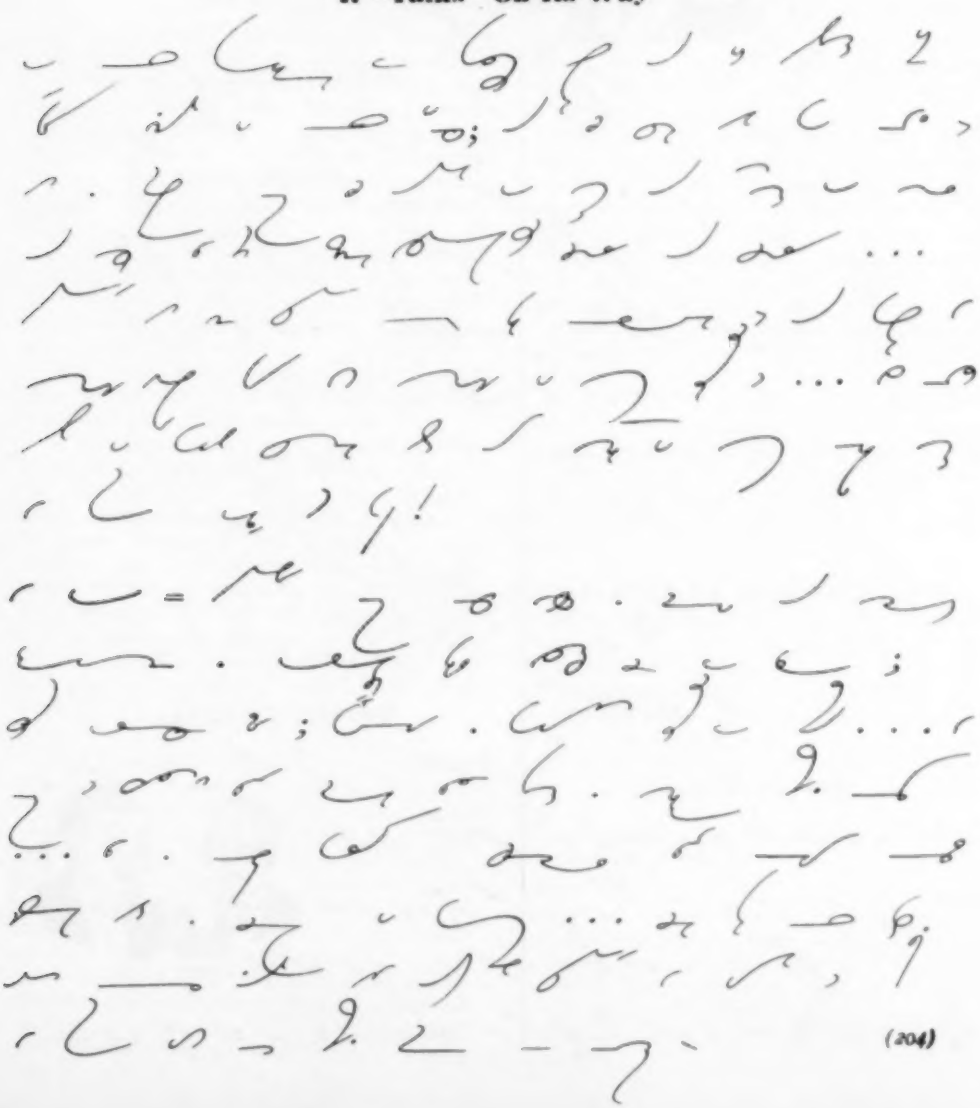




(To be concluded next month)

Our Modern Mail

Swift, "Safe, Secret, and Sacred"—and Now It "Talks" On Its Way



By Wits and Wags

Couldn't Scare Him

Mathematics of Work

Mal de Mer

Or Riding Crop

Why Not?

Recess Chuckles